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ABSTRACT

The third year (1978-79) evaluation of a Rhode Island Experience-Based Career Education (EBCE) project assessed overall operations and attainment of stated goals and objectives. The project served sophomores, juniors, and seniors in local high schools and one vocational technical facility in seven communities. Accomplishments were evidenced through pre/post and post only analyses of data collected through formal standardized instruments, job site observations, informal interviews with project staff and students, and reviews of project records. These results regarding realization of objectives were indicated: EBCE students showed no significant increase in career maturity, career knowledge, learning attitudes, or self concept and EBCE juniors performed statistically better on a math concepts scale. A Student Opinion Survey (SOS) collected data concerning reasons for enrolling, experiences EBCE made available, project success, job site experience, student learning or improvement, student change, and student evaluation of EBCE. A Resource Opinion Survey (ROS) included site offerings and activities, site's satisfaction, importance of EBCE, and strengths and weaknesses. School coordinator interviews collected information on the World of Work source, job site experiences, credit for EBCE, responsibilities, and operations. Student interviews covered information not contained in the SOS. (Extensive appendixes include the SOS, ROS, and School Coordinator Interview. A miscellaney of material--letters, forms, etc.--follows the appendixes.) (YLB)

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Experience-Based Career Education
Rhode Island Department of Education

Final Evaluation Report

July, 1979

CE 024 607

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This final evaluation report will present a discussion of the findings of the third year evaluation of the Experience-Based Career Education (EBCE) project operated by the Rhode Island Department of Education. This particular report covers project activities spanning the fiscal year 1978-79. The reader is directed to the Interim and Final Evaluation reports of FY78 and FY77 in order to obtain a clear understanding of the evaluation of this program.

This year is the third year of operation for this project. EBCE is designed to meet the career education/development needs of students as outlined under the special projects provision of the Vocational Education Act-Priority Area #2. The EBCE model, which was used as a guide in structuring this R.I. project was developed by Research for Better Schools (RBS.) This particular model was selected over other existing models because it encorporated job site experiences, in-school career experiences and academic instruction. Over the past two years the R.I. project has made a number of modifications in this model so that it might "fit" the Rhode Island situations.

For the FY77 and FY78 the model was followed closely with the project incorporating an Academic Resource Center (ARC), a Career Guidance component and a Career Exploration component. In this third year, however, the project dropped the ARC (for reasons to be explained later in this report) and expanded the in-school career information component.

This year's evaluation was designed to look at overall project

operations and the attainment of stated goals and objectives.

When accomplishments are referred to in this report, the reference is to "end of third year" accomplishments that have been evidenced through pre/post and post only analyses performed on the data collected in FY79. The primary means of data collection were formal standardized instruments, informal surveys, informal interviews with project staff and students and reviews of project records. The above data sources will be used to measure the overall accomplishments of the FY79 project and the discussion of these end of year findings will be the focus of this report.

POPULATION

The population served by this year's EBCE project has changed since the previous two years. The project this year served high school sophomores, juniors and seniors in seven communities (Central Falls, Cranston, Cumberland, Foster-Glocester, Lincoln, North Smithfield and Scituate). Within these communities the EBCE project operated at the local high school(s). One other component of the project was situated at the State-run Davies Vocational-Technical Facility which is located in Lincoln. These communities were grouped into two areas each servicing the respective high schools and vocational facility. The Blackstone Valley Area included the towns of Central Falls, Cumberland, Lincoln, North Smithfield and the Davies Vo-Tech Facility. The Cranston Area included the towns of Cranston (East and West), Foster-Glocester, Scituate and the Cranston Vocational-Technical facility.

STAFF Each area - Cranston Area and Blackstone Valley Area - has a separate staff to maintain operations. Each staff consists of an Area Coordinator and a Curriculum Developer. In addition to these are secretarial support as assigned by the sponsoring school but funded through the project. Each of the participating schools has a school coordinator assigned and paid on a part-time basis. This person is, in most cases, a school guidance counselor assigned to the EBCE project. In addition, each school (save one) has a World of Work (WOW) course teacher. This person is responsible for conducting the WOW course in the school. Since the project was managed by the RIDE, there was a state consultant assigned to oversee all project operations.

STRUCTURE The project is composed of two component parts--the World of Work course and Career Exploration. The World of Work course was introduced into the EBCE project this year in response to the criticism that EBCE students were not sufficiently prepared before being sent to job sites. Consequently, the project staff met several times during the FY78 project year to outline such a course and then ran several workshops with school coordinators to develop the specific WOW curriculum. The WOW course was designed for 10th and 11th grade students who were just entering the EBCE project. The course gives students a full range of career awareness, employability and job search skills. There is a competency-based structure to the course in that there are several competencies which need to be mastered before a student is deemed ready to deal with employers and other employees in the world of work. The competencies are stepwise in nature so that if a student exhibits competency in one area, he moves on to another. When students, in the opinion of the WOW instructor and School Coordinator, have demonstrated sufficient competency in the overall goals of the course, they are considered ready for Career Exploration.

This year the EBCE students themselves bore the brunt of responsibilities for recruiting and developing their own sites. Students recruited and with the assistance of the School Coordinator and/or the Work of Work course instructor completed a job development package. In certain instances the students performed all functions (recruitment, development and scheduling). However, in many, one or more of the functions was performed by the Area Supervisor.

The Area Supervisor and the respective assistant were responsible

for maintaining an updated bank of active job sites. Many of the participating employers are carry overs from previous years. However, recruitment and development of new sites continued during the entire year. A list of sites available this year appears in Appendix A. The extent of employer committment to assuring that EBCE students have some meaningful job experiences is an varied as the extent to which EBCE students differ in their committment to getting full benefit from EBCE. Some employers merely give students tasks to keep them busy while others provide a structured set of learning experiences and tasks which allow students to learn many useful things.

POPULATION At the end of this project year there were 92 students enrolled in the Cranston Area and 104 enrolled in the Blackstone Valley Area. This represents a total project, end-of-year enrollment of 200 students. This total includes students who were enrolled from last year (i.e. FY78), the beginning of this year (i.e. FY79) and since January 1979. Sophomores, juniors and seniors were enrolled during the FY79 project but only seniors were carried over from FY78.

The project made extensive efforts to recruit students in an open manner without bias as to their sex. Enrollment records show that of the 200 students enrolled at the close of the project year, approximately 63% were female and 37% were male.

The students come from locales which range from being socio-economically depressed inner cities to affluent suburban communities. However, the students electing EBCE are representative of the full range of students in their sending schools. This representation holds true for both socioeconomic status and educational ability. This is a

particularly important point since there was some speculation by local personnel at the outset that EBCE would be populated by only "problem" students or students wishing to "escape" from the classroom environment.

The project again this year extended the opportunity to enroll in EBCE to students attending the two area vocational-technical facilities (Davies and Cranston) servicing the seven school districts involved. This proved to be a rewarding experience both from the standpoint of the project and the students. The EBCE project benefited in that it had students enrolled whose orientation was toward the work worldfrom the outset. Because of this orientation certain career clarification, decision making, and job search skills did not have to be covered. This, of course, is not to imply that at the area facility students were, definitely functioning at this [illegible] but only that they were at a point in their career preparation which was somewhat more narrowed than that of students from the high schools.

As of the project end, there were a total of 17 EBCE students from the area facilities. This number includes 4 students from the Cranston Vocational-Technical Facility's Programs covering the clusters of Hospitality and Recreation, Communication, and Business and Office. Also included in this total are 13 students from the Davies Vocational-Technical Facility's programs covering the clusters of Transportation, Personal Services, Business and Office, and Hospitality and Recreation.

JOB SITES As mentioned earlier, the project revolves around the career exploration component. In order that this component function

adequately, a sizeable group of employers needed to be recruited and their sites developed into career education experiences. A review of project records indicates that a total of 78 employers were used out of 172 that were available during the FY79 project year. To explain this statement, certain sites may have been recruited and developed but never used. This probably occurred as a result of no students indicating an interest in exploring the careers offered at a particular site. Consequently, a number of employers were put in a "holding pattern", so to speak, for the project year.

EVALUATION DESIGN

The EBCE-RIDE project has experienced a good deal of growth, strengthening and change over this past project year. Most of the changes were programmatic in nature and, consequently, did not affect the evaluation design. However, there was one change which did have a major impact on the evaluation. Prior to the beginning of the project year a decision was made to eliminate the Academic Resource Center (ARC) component that existed for the previous two years of project operation. This decision was based on the experiences the project staff had with the scheduling and overall benefit of such a component to the project and the students. However since the project staff still felt that EBCE would have direct effects on student academic achievement the decision to continue to collect achievement data was made.

To allow the project to draw some conclusions as to the short and long term effects of EBCE in the absence of a control group, an Institutional Cycle Design was adopted. This design make it possible for longitudinal analyses to be performed so that student

gain could be tracked over several years. This design governs the collection of data on student achievement, change, project staff perceptions and employer perceptions. The model which governs the evaluation of the project will be of the objective attainment type. In other words, the criteria outlining the success or failure of the project have been delineated in each of the projects five objectives. For a further discussion of this design, the reader is directed to review the previous evaluation reports.

The following section will discuss the data collection and analysis procedures used this year.

INSTRUMENTATION AND DATA COLLECTION

In order to collect cognitive gain data from students in the project, the Comprehensive Test of Basis Skills (CTBS) was administered. This instrument contains ten subscales which measure various constructs dealing with English and Mathematics. It was decided that for this project's purposes only three of the subscales would be tested and analyzed. These subscales were *Reading Comprehension*, *Math Concepts*, and *Math Application*. The collection of pre and post test data was handled differently for seniors and juniors. Senior pretest data were collected in the Spring, 1978, when the seniors were juniors in the project. The same instruments have been used over the two years of project operations. Junior pretest data were collected in the Fall, 1978, when these students enrolled in EBCE. Post test data for both groups were collected in the Spring, 1979.

However, at the close of the project year there were no senior test data available to this evaluator. Failure to collect these data makes it impossible to draw any conclusions on multi-year

project effects on academic achievement. Consequently, only junior data will be analyzed.

In order to collect affective student gain data, several instruments were identified and administered. The Career Maturity Inventory (CMI) is comprised of two components, *Competence Test* and *Attitude Scale*. However, only the Competence Test was adopted by the project staff. The Competence Test consists of five subscales. In collecting data, the project was interested in only two of these subscales -- *Knowing About Jobs* and *Looking Ahead*. These data were collected on a pre/post basis in the same manner that the CTBS data were collected.

Another measure of affective growth was the Student Attitude Survey (SAS). This survey was developed by Research for Better Schools (RBS) who were the originators of the EBCE model adopted and implemented by the RIDE. The SAS is composed of ten subscales, each of which measures specific attitudes. These subscales identify a student's attitude toward: *Education in General, School Curriculum, School Resources, School Counseling, Learning Environment, Career Knowledge, Career Planning, Career Maturity, Self and Others.* These data were collected on a pre-post basis in a similar manner to the two aforementioned instruments. However, again only junior data are available.

In another affective measure, two surveys were developed so as to collect perceptual and informational data from several populations. A Student Opinion Survey (Appendix B) and a Resource Opinion Survey (Appendix C) were developed. The Student Opinion Survey was distributed to and collected from the EBCE students through the EBCE school coordinators. The Resource Opinion Survey was mailed directly to the employers and returned directly by mail to the evaluator. Both of

these surveys collected people perceptions on certain components and operations of the EBCE project.

To supplement these data on site interviews/observations were conducted with job site personnel and students. The purpose of these visits was to obtain information which related directly to the operation of and experiences at the job site. Another reason for such a collection of data was to speak with students in an atmosphere/environment other than that of the school. To assist in the collection of these data, a Record of Observations (Appendix D) was developed and used.

Interviews were also conducted with a number of students at each of the sending schools. These interviews were conducted in the Spring 1979 so as to obtain end-of-year information. An Interview Schedule was developed and used for the EBCE student interviews (Appendix E).

Interviews with EBCE School Coordinators and Area Supervisors conducted by the evaluator. An Interview Schedule (Appendix F) was devised to assist in collecting this information.

SAMPLING

The sample of students selected to participate in the EBCE activities at each participating high school was not determined by the project staff or evaluator. The participants self selected themselves into the project. However, there was control over the number of students who could be enrolled at each high school and, of course, the school coordinators and/or project staff had final veto power over any applicant. According to the project proposal there were to be a total of 300 students enrolled in EBCE during the third year of operation. There was an end-of-year total enrollment

of 200 students which is two thirds of the projected number. There exists no single explanation for this shortfall.

Since the provision for a control or comparison group of students was removed at the outset of the last project year, the criterion against which project students' gains can be compared will be pre/post gains and relative standing as to national norms. All EBCE students were included in the population tested with both the standardized instruments and surveys. Likewise all job site coordinators were surveyed with the opinion survey. Only a representative sample (not randomly selected) of students was interviewed and observed at the job site.

EVALUATION MODEL

The evaluation model adopted for EBCE-RIDE is based on an objective-attainment premise. This project has identified five product objectives which were the focus of data collection efforts. Each of these objectives identify unique constructs and consequently use certain of the instruments or methodologies to collect data. All of the objectives had their data collected on a pre (Spring 1978 or Fall 1978) basis and a post (Spring 1979) basis. However, the opinion surveys and interviews were performed on a post-only basis. This model was viewed as the most appropriate in light of the constraints imposed by time, dollars, students, and information needs of the project.

STATISTICAL ANALYSES

The analyses to be performed on data collected for the EBCE-RIDE evaluation will vary depending on the type of data collected by an instrument and the frequency with which it is collected. The

following section will deal separately with each of the above identified data sources separately in describing how each will be analyzed and reported.

COMPREHENSIVE TEST OF BASIC SKILLS

The CTBS was administered to all EBCE students in each of the participating high schools. This was performed on a pre and post basis. The design originally called for the senior pre-data to be collected in the Spring 1978 and junior pre-data to be collected in the Fall 1978. The project was unable to post-test seniors with the CTBS but only the EBCE juniors. Consequently, pre/post gain analyses will be performed on junior scores alone.

In order to determine the statistical significance of junior student growth from pre to post a dependent t-test will be used. The t-test is a method of testing whether a difference in two means is significantly different at a selected probability level. In a dependent t-test the pre test scores of one student are compared with his post-test scores. These comparisons are compiled over a group of such "matched" students so that the overall measure of student growth can be determined.

The results of this test will be reported in tabular form with supporting narrative which will discuss the findings.

CAREER MATURITY INVENTORY

The CMI has been administered to all project students. This instrument was given on a pre basis to seniors in the Spring, 1978, and to juniors in the Fall 1978. However, only juniors were posttested in the Spring 1979.

In order to determine the statistical significance of student growth from pre to post, a dependent t-test will be performed.

The discussion of the t-test in the aforementioned analysis holds true for this analysis as well.

The results of this instrument will be displayed in tables, and supporting narrative will review the findings.

STUDENT ATTITUDE SURVEY

The SAS was administered to all EBCE students on a pre and post basis. However, seniors were not post-tested so only analyses on juniors will be performed.

In order to determine if EBCE students have made statistically significant gains on these constructs from pre to posttesting, a Wilcoxon Matched-Pairs Signed Ranks Test will be employed. This test is useful in a case of two related samples (in this project, each student was matched pre to post), when what is being questioned is whether the sets of scores are, in fact, distributed differently. The Wilcoxon is the non-parametric analogue to the parametric t-test. Due to the type of data dealt with here (i.e. Likert type scale), it would be inappropriate to use a parametric statistic. The reason for this is the evaluator feels that a truly interval scale is not reflected by a Likert scale. Quite simply, the growth a student experiences between Strongly Disagree and Disagree may not necessarily be equivalent to the growth experienced between Disagree and Not Sure. Therefore the evaluator wished to avoid the assumptions necessary to conduct a parametric analysis of the data. Given the fact that the Wilcoxon test is 95% efficient if all conditions for a parametric analysis are satisfied, there would be little to gain by making the assumptions for the t-test. Consequently, the more conservative non-parametric statistic will be employed. The Wilcoxon

takes into consideration both the relative magnitude and the direction of a difference between two matched pairs of data. It is these differences in a ranking fashion which are used in the analysis to determine if the overall gains are statistically significant.

These data will be reported in tables with supporting narrative explaining the findings.

The results of this analysis will be displayed in tabular form and further elaborated by accompanying narrative.

RESOURCE SITE AND STUDENT OPINION SURVEYS

The evaluator used two surveys to collect perceptual data from the different populations that the EBCE project touches. The Resource Opinion Survey (ROS) was developed for and distributed to job site employers who were responsible for the direct supervision of project students. The Student Opinion Survey (SOS) was designed to collect perceptions from project students. These two surveys included items requiring both set and open-ended responses. The set responses will be analyzed in terms of the frequency of responses while the open-end responses will be collapsed and summarized into narrative.

Since each of these surveys was administered on a post only basis (the ROS delivered and returned by mail and the SOS delivered and retrieved by project staff), post only analyses will be made. The results of these analyses will be reported in tables with supporting narrative explaining the findings.

OBSERVATIONS AND INTERVIEWS

The job site observations, student interviews, School Coordinators and Area Coordinator interviews were all performed on a post only basis.

Each had a separate interview/observation schedule that was used to document the data collected. The results from these visits will be collapsed, item-by-item, and summarized. This summary data will be included in the body of the report as additional evidence for certain of the objectives.

OBJECTIVES AND RESULTS

The Experience-Based Career Education project operated by the Rhode Island Department of Education Bureau of Vocational Education was guided by five objectives this fiscal year. Each of these objectives covered a unique affective or cognitive student outcome. Consequently each objective will be discussed separately below so that individual analyses and outcomes can be elaborated.

OBJECTIVE #1: Career maturity within the experimental group will increase significantly.

The Career Maturity Inventory (CMI) was used as the data source for this objective. This year the CMI was administered on a pre/post basis to juniors. Seniors were pre-tested in the Spring 1978 (i.e. the Project year 1977-78 post test) and were to be post-tested in the Spring 1979. However, due to some mix-up, seniors were not post-tested. Consequently, only junior scores will be used in the following analyses. The scores for all students were matched pre to post by student and separated by area.

In order to determine if the gains realized by EBCE students from pre to post testing were statistically significant, a dependent t-test was performed on the CMI scores. Tables 1 and 2 display the results of this analysis for juniors and seniors on two subscales of the CMI - *Knowing About Jobs* and *Looking Ahead*.

TABLE 1

Paired t-Test on Career Maturity Inventory - *Knowing About Jobs*

AREA	GRADE	DATA			
		n	d	t	p
Cranston	Junior	39	-0.23	-0.53	.60
Blackstone Valley	Junior	9	-0.78	-0.83	.43
Both	Junior	48	-0.33	-0.85	.40

*p .05

TABLE 2

Paired t-Test on Career Maturity Inventory - *Looking Ahead*

AREA	GRADE	DATA			
		n	d	t	p
Cranston	Junior	39	1.26	2.01	.05*
Blackstone Valley	Junior	9	-2.11	-3.74	.006*
Both	Junior	48	0.63	1.13	.26

*p .05

A review of these tables indicates that EBCE students in both areas are not displaying statistically significant gains in the subscale of Knowing About Jobs (occupational knowledge). The students in each of the areas did display a statistically significant change from pre- to post-testing in the subscale of Looking Ahead. However, a further analysis of these data show that the students in the Cranston Area

had higher mean scores on the pre test than on the post test for the Looking Ahead subscale. Consequently the significant difference displayed is a decrease and not a gain. This fact explains why there are statistically significant changes displayed for both the Cranston and Blackstone Valley Areas in Table 6 but no significant difference when both groups are combined. The gain on one side is counterbalanced by the decrease on the other. This evaluator has no ready explanation for this occurrence.

To assess whether the CMI scores attained by EBCE students were within the normal range, a comparison with national norms was performed. Tables 3 and 4 contain these comparisons.

TABLE 3

EBCE Students' CMI Scores - *Knowing About Jobs*

AREA	GRADE	DATA (Raw Scores)		
		Mean	Norm Group Mean	Percentile
Cranston	Junior	16.1	13.79	58th
Blackstone Valley	Junior	16.9	13.79	68th
Both	Junior	16.2	13.79	59th

TABLE 4

EBCE Students' CMI Scores - *Looking Ahead*

AREA	GRADE	DATA (Raw Scores)		
		Mean	Norm Group Mean	Percentile
Cranston	Junior	13.1	11.1	53rd
Blackstone Valley	Junior	14.7	11.1	62nd
Both	Junior	13.4	11.1	55th

The above two tables show that there exists much area for improvement for all EBCE students. These findings also show a sizeable decrease over the functions of EBCE juniors from last year. The percentiles for last year in the Knowing About Jobs subscale was the 70th for Cranston, 78th for Blackstone Valley and 73rd for Overall. This year the scores were well below these previous levels. For the Looking Ahead subscale last year's percentiles were the 54th for Cranston, 70th for Blackstone Valley and 54th for Overall. Last year's percentile rankings are more in line with those for this year. In fact, Cranston students scores were similar to last year's but Blackstone Valley students dropped by eight percentile points from last year.

DISCUSSION: *The EBCE students from the Cranston and the Blackstone Valley Areas each showed no statistically significant gain in the area of Knowing About Jobs. These same students did display a statistically significant change in the area of Looking Ahead. However, the Cranston students change was a decrease from pre to post testing. The percentile rankings for all EBCE students were below the 70th percentile for both subscales and showed a marked decrease from last year's junior scores.*

CONCLUSIONS: This evaluator can draw several conclusions from the above findings. First, the project is not effecting a change in EBCE student career maturity in the areas of Knowing About Jobs. Second, the project is effecting the career maturity of EBCE students in the area of Looking Ahead. However, the change effected in the

students from the Cranston Area was a decrease. Consequently something is happening to the EBCE students in this area to cause them to function more poorly on the post-test than the pre-test. This "something" might be a function of guessing on either test, not taking the post test seriously, testing conditions or end of year rush to get out of school. Finally, the EBCE juniors overall performed more poorly this year than last. When compared to national norms this performance was well below the 70th percentile on both subscales of the CMI. Having reviewed these data and the findings one can only conclude that this objective, as stated, was not realized by the EBCE project.

RECOMMENDATION #1: PROJECT STAFF AND SCHOOL OFFICIALS MIGHT BE WELL ADVISED TO REVIEW THE CURRICULUM USED IN THE VARIOUS WORLD OF WORK COURSES TO ASSESS WHETHER THEY ARE INDEED COVERING ALL THE CONCEPTS TESTED BY THE CMI. IF THEY ARE NOT THEN EITHER THE CURRICULUMS SHOULD BE CHANGED TO ACCOMODATE THE TESTS OR THE TEST SHOULD BE REPLACED.

RECOMMENDATION #2: THE TEST RESULT DIFFERENCES DISPLAYED BETWEEN THE TWO AREAS NEED TO BE SCRUTINIZED TO DETERMINE WHY EBCE STUDENTS IN ONE AREA SHOW STATISTICALLY SIGNIFICANT INCREASES WHILE IN THE OTHER AREA THEY SHOW STATISTICALLY SIGNIFICANT DECREASES. IF THE REASONS ARE RELATED TO CURRICULUM, TEACHING STYLE OR ATTITUDE OF TEACHERS AND/OR STUDENTS THEN PERHAPS MEETINGS BETWEEN THE DIFFERENT GROUPS TO SHARE INFORMATION MIGHT HELP.

RECOMMENDATION #3: THE FACT THAT EBCE JUNIORS, FOR THE MOST PART, WERE NOT ALLOWED ON JOB SITES THIS YEAR MAY HAVE HAD SOME BEARING ON THE DIFFERENCE IN STUDENT FUNCTIONING BETWEEN AREAS AND BETWEEN LAST YEAR AND THIS YEAR. PERHAPS NOT ALLOWING STUDENTS TO GO OUT ON SITE UNTIL THE SENIOR YEAR MIGHT BE RECONSIDERED SINCE IT APPEARS THAT SUCH EXPERIENCES MAY EFFECT CAREER MATURITY.

OBJECTIVE #2: *Career knowledge within the experimental group will increase significantly.*

The Student Attitude Survey (SAS) was used as the data source for this objective. The SAS was administered to students on a pre and post basis. The juniors were tested on a pre basis in

September 1978 and post tested in May 1979. EBCE seniors were not post-tested so they will not be included in the analysis.

To determine whether there were statistically significant gains experienced by the EBCE juniors during this project year, a Wilcoxon Matched-Pairs Signed Ranks Test was performed. The results of this test for all subscales of the SAS are displayed in Table 5.

TABLE 5

Wilcoxon Test for SAS - *Juniors*

SCALE	AREA					
	Cranston		Blackstone Valley		Both	
	n	z	n	z	n	z
STUDENT'S ATTITUDE TOWARD:						
a. Education in General	39	- .36	8	- .94	47	- .69
b. School Curriculum	39	- .32	8	-1.54	47	- .31
c. School Resources	39	- .92	8	-1.19	47	-1.42
d. School Counseling	39	- .64	8	-2.20*	47	- .06
e. Learning Environment	39	- .57	8	-1.19	47	- .99
f. Career Knowledge	39	-2.20*	8	-1.10	47	-1.65
g. Career Planning	39	-1.68	8	- .07	47	-1.47
h. Career Maturity	39	-2.40*	8	- .14	47	-2.40*
i. Self	39	-1.79	8	- .35	47	-1.53
j. Others	46	- .26	23	-3.23*	69	-2.19*
TOTAL SCALE						

*p .05

Analysis of the SAT data indicates that EBCE students overall made statistically significant gains in their attitudes toward Career Maturity and toward Others. This is an important

finding since the data source which was used to determine the level of success of Objective 1 (i.e. CMI) which dealt with Career Maturity directly showed no significant change. However, Objective 2 deals with Career Knowledge and there was no significant differences found between the pre and post test scores of EBCE students overall in this concept. Students from the Cranston Area, however, displayed statistically significant change in this concept while students from the Blackstone Valley Area did not. Blackstone Valley Area students displayed significant changes in the areas of attitude toward School Counseling and Others.

DISCUSSION: The results of analyses performed on the SAS completed by EBCE juniors indicate that for all students there were statistically significant changes from pre to post-testing for the subscales of Career Maturity and Others. For Cranston Area students there were statistically significant changes in the subscales Career Knowledge and Career Maturity. For Blackstone Valley Area students there were statistically significant changes in the subscales School Counseling and Others.

CONCLUSIONS: *This evaluator can only conclude from the findings that, similar to the previous objective, there is no specific pattern of student accomplishment between the two Areas. Each Area's students display significant changes in different subscale areas. This would lead one to further infer that there are different methods being used and different information being given in the EBCE programs of each participating school. Another conclusion which can be drawn is that since this instrument shows that EBCE student post-test scores were significantly different from the pre-test scores in the subscale area of Career Maturity there is additional evidence that the previous Objective #1 was indeed met. It is now up to the readers to determine which instrument they feel is the more valid. In light of the data obtained from the SAS and from the subsequent analyses this evaluator must conclude that Objective #2 was not met.*

RECOMMENDATION #4: THE CONTRADICTORY FINDINGS OF THE CMI AND THE SAS ON THE CONCEPT OF CAREER MATURITY WAS REPEATED THIS YEAR AS IN LAST YEAR'S EVALUATION. IF SOME FORM

OF MEASURING FOR CAREER MATURITY IS MAINTAINED BY EBCE PROJECTS AT THE LOCAL SCHOOLS THEN PERHAPS THEY MIGHT CONSIDER DROPPING THE CMI AND USING ONLY THE SAS.

RECOMMENDATION #5: STUDENTS IN THE CRANSTON AREA HAVE DISPLAYED STATISTICALLY SIGNIFICANT GAINS IN THEIR ATTITUDE TOWARD CAREER KNOWLEDGE. PERHAPS IT WOULD BE A VALUABLE EXERCISE FOR THE CRANSTON AREA WORLD OF WORK COURSE INSTRUCTORS TO COMPARE NOTES AND TECHNIQUES WITH THEIR COUNTERPARTS IN THE BLACKSTONE VALLEY AREA.

OBJECTIVE #3: *Learning attitudes within the experimental group will increase at a significant level.*

The Student Attitude Survey (SAS) was used as a data source to determine if this objective was realized by EBCE juniors. This instrument was used as a data source for the previous objective as well. However, the first five subscales of the SAS - *Education in General, School Curriculum, School Resources, School Counseling and Learning Environment* measure a student's attitude toward learning. For a discussion of the SAS, its subscales and administration the reader is directed to review the test on the previous objective. Table 5 contains the results of the analysis performed on SAS scores. Subscales "a" through "e" are the scales which are directed toward this objective.

A review of this table indicates that for juniors, only Blackstone Valley Area students displayed statistically significant gains in any of these subscales. Overall, EBCE students did not display significant growth in any of these subscales.

DISCUSSION: The EBCE students overall, displayed no statistically significant gains in any of the selected subscales of the SAS. Blackstone Valley Area students, however, displayed a statistically significant growth in the subscale of attitude toward school counselors. Cranston Area students had no subscale areas which displayed statistically significant gains.

CONCLUSIONS: *This evaluator can draw only one conclusion from these findings. EBCE students overall did not display a significant change from pre-to-post in any of the subscales of the SAS. Consequently, the only clear-cut conclusion to be drawn is that according to these available data this Objective #3 was not realized by the EBCE project.*

RECOMMENDATION #6: THE COMPONENT PARTS OF THE EBCE PROJECT AS THEY EXISTED IN FY79 WERE DESIGNED TO DEAL WITH CAREER EXPLORATIONS AND CAREER AWARENESS. THERE WAS NO COMPONENT WHICH DIRECTLY ADDRESSED ATTITUDES TOWARD LEARNING. THIS WAS CONSIDERED TO BE A SPIN OFF OF THE PROJECT. PERHAPS IT IS INAPPROPRIATE AND UNFAIR TO JUDGE A PROJECT ABAINST A CRITERION FOR WHICH THERE ARE NO SPECIFIC ACTIVITIES. IF THIS IS SO, THEN PERHAPS THIS OBJECTIVE SHOULD NOT BE CONSIDERED FOR FUTURE PROGRAMS OF THIS TYPE.

OBJECTIVE #4: *Self-concept within the experimental group will increase at a significant level.*

The Student Attitude Survey (SAS) was used as a data source to determine if this objective was realized by EBCE students. Again this instrumentwas used here as well as with the previous two objectives. The subscale of the SAS which was deemed appropriate as a measure of self-concept was student attitude toward *self*.

An explaination of the entire instrument and the administration of the SAS to EBCE students was discussed under the text of Objective #2. The reader is directed to this section for any further explanation.

The data likewise are reported in Table 5, which appears on page . A review of this table indicates that neither the Blackstone Valley Area juniors nor the Cranston Area juniors displayed statistically significant growth on this subscale from pre to post-testing.

DISCUSSION: The EBCE students overall displayed no statistically significant growth in this subscale of the SAS dealing with attitude toward self.

CONCLUSIONS: *This evaluator can merely conclude from these findings that the EBCE project had no measureable effect on the EBCE students' self attitude. Consequently this Objective #4 has not been realized.*

RECOMMENDATION #7: SIMILAR TO RECOMMENDATION #6 THERE WAS NO COMPONENT PART OF THE EBCE PROJECT WHICH FOCUSED DIRECTLY ON STUDENT SELF ATTITUDE. THIS OUTCOME ALSO WAS CONSIDERED TO BE A BY-PRODUCT OF THE EBCE EXPERIENCE. CONSEQUENTLY, PERHAPS IF THIS OBJECTIVE HAS NO ACTIVITIES DIRECTED TO IT, IT TOO SHOULD BE DROPPED AS AN EBCE GOAL.

RECOMMENDATION #8: IF RECOMMENDATION #7 IS REJECTED THEN PERHAPS THE SUBSCALE OF THE SAS MEASURING ATTITUDE TOWARD SELF IS NOT A RIGOROUS ENOUGH MEASURE OF THE CONSTRUCT. THE PROJECT STAFF MIGHT THEREFORE WISH TO ADOPT A SEPARATE MEASURE OF SELF CONCEPT.

OBJECTIVE #5: Basic skills within the experimental group will either show no significant decrease or show an increase.

In order to collect data on this objective, three subscales of the Comprehensive Test of Basic Skills (CTBS) were used. These measure a student's knowledge of *Reading Comprehension*, *Math Concepts* and *Math Applications*. This test was administered to EBCE students on a pre/post basis. EBCE juniors were pre tested in September 1978 and post-tested in May 1979. The post-testing of seniors was not performed this year. Consequently, pre/post analyses will be limited to EBCE juniors.

In order to assess whether the growth exhibited by EBCE juniors was statistically significant a dependent t-test was conducted. Tables 6, 7 and 8 display the results of this test for the three subscales of the CTBS completed by EBCE juniors.

TABLE 6

Paired t-Test on Comprehensive Test of Basic Skills - *Reading Comprehension* (Juniors)

AREA	DATA			
	n	d	t	p
Cranston	-	-	-	-
Blackstone Valley	20	-1.20	-1.09	N.S.*
Both	20	-1.20	-1.09	N.S.

*NS = Not Significant at the p .05 level

TABLE 7

Paired t-Test on Comprehensive Test of Basic Skills - *Math Concepts*
(Juniors)

AREA	DATA			
	n	d	t	p
Cranston	11	-1.45	-1.90	N.S.*
Blackstone Valley	21	- .71	-1.65	N.S.
Both	32	-0.97	-2.52	.05

*N.S. = Not significant at the p .05 level.

TABLE 8

Paired t-Test on Comprehensive Test of Basic Skills - *Math Applications*
(Juniors)

AREA	DATA			
	n	d	t	p
Cranston	11	- .36	- .39	N.S.*
Blackstone Valley	21	-1.00	-1.41	N.S.
Both	32	- .78	-1.40	N.S.

*N.S. = Not Significant at the p .05 level.

Upon reviewing these tables one sees that in only one of the three subscales of the CTBS did the EBCE juniors overall display a statistically significant growth from pre-to post-testing. Juniors performed significantly better in the post test for the subscale Math Concepts. There is no readily available reason for this growth since there existed no EBCE component this year that directly addressed student academics.

DISCUSSION: EBCE juniors performed statistically better between their pre- and post-tests on the CTBS subscale of Math Concepts. There was no significant difference between the pre/post testing on the subscale of

A review of EBCE junior post-test data on the CTBS sub scales was performed to determine the relative ranking of EBCE students as compared to students nationally. In order to do this EBCE student scores were compared with the CTBS norm group tables. Tables 9, 10 and 11 present this comparison for each of the three CTBS subscales.

TABLE 9

EBCE Students' CTBS Scores - *Reading Comprehension*
(Post Scores)

		DATA (Raw Scores)		
Area	Grade	Mean	Norm Group Mean	Percentile
Cranston	Junior	----	----	----
Blackstone Valley	Junior	33.0	30.0	60th
Both	Junior	33.0	30.0	60th

TABLE 10

EBCE Students' CTBS Scores - *Math Concepts*
(Post Scores)

		DATA (Raw Scores)		
Area	Grade	Mean	Norm Group Mean	Percentile
Cranston	Junior	22.2	17.5	82nd
Blackstone Valley	Junior	22.2	17.5	82nd
Both	Junior	22.2	17.5	82nd

TABLE 11

EBCE Students' CTBS Scores - *Math Applications*
(Post Scores)

Area	Grade	DATA (Raw Scores) Mean	Norm Group Mean	Percentile
Cranston	Junior Senior	14.3	14.5	48th
Blackstone Valley	Junior Senior	14.0	14.5	46th
Both	Junior Senior	14.1	14.5	47th

A review of these tables indicates that the EBCE juniors are scoring well above the national sample in the area of math concepts. However, they are scoring equal to the national sample in the areas of reading comprehension and math applications. This evaluator has no ready explaination for these score fluctuations. However, the scores do indicate that the EBCE students have a good deal of room for improvement.

DISCUSSION: EBCE juniors performed statistically better between their pre and post-tests on the CTBS subscale of math concepts. There was no significant difference between the pre/post testing on the subscale of Reading Comprehension and Math Applications.

CONCLUSIONS: *The one conclusion to be drawn from these findings has two pieces of evidence in support of it. First, EBCE students performed statistically better from pre-to post-testing on the CTBS subscale of Math Concepts. Second, in accordance with the criteria set in Objective #5, there was no significant decrease in student achievement displayed. Consequently, this evaluator must conclude that this objective was realized. Last year this objective was realized as it was this year. However, last year's project included the Academic Resource Center (ARC) component which was not operational this year. Consequently, the EBCE students achievement gains in academic subjects may not have been effected by the ARC. This is an important finding from*

two standpoints. One, the ARC component was an unnecessary use of EBCE staff and resources. Two, the fact that EBCE students are being released from school and not receiving supplemental academic instruction has no detrimental effect on student achievement.

RECOMMENDATION #9: THE FACT THAT EBCE JUNIORS SHOWED SOME SIGNIFICANT GAINS IN ACADEMIC AREAS WITHOUT SUPPLEMENTAL ACADEMIC ASSISTANCE LEADS ONE TO BELIEVE THAT EITHER THERE ARE CERTAIN OTHER FACTORS IN EBCE THAT EFFECT ACADEMIC GROWTH OR THAT THE AMOUNT OF TIME SPENT IN ACADEMIC INSTRUCTION CAN BE DECREASED WITHOUT DETRIMENTAL EFFECTS TO ACHIEVEMENT. THESE FINDINGS SHOULD BE LOOKED AT FURTHER.

RECOMMENDATION #10: THE EBCE JUNIORS HAVE SCORED RATHER HIGH IN THE MATH CONCEPTS AREA AS COMPARED TO NATIONAL NORMS. HOWEVER, THEY SCORE LOW IN THE MATH APPLICATIONS AND READING COMPREHENSION AREAS. THE ONLY SAVING GRACE WAS THAT THE PERCENTILE RANKINGS IN ALL THESE SUBSCALES AREAS WERE HIGHER FOR THIS YEARS JUNIORS THAN FOR LAST YEAR'S. PERHAPS THE PROJECT MIGHT BE INTERESTED IN LOOKING AT THE PERCENTILE RANKINGS OF NON-EBCE STUDENTS IN THE SAME SENDING SCHOOLS TO FIND OUT WHETHER THE ACHIEVEMENT LEVELS ARE SIMILAR.

RECOMMENDATION #11: REGARDLESS OF THE FACTS THAT EBCE STUDENTS HAD SIGNIFICANT INCREASES, SHOWED IMPROVEMENT OVER LAST YEAR'S JUNIORS AND WERE NOT ADVERSELY AFFECTED BY EBCE PARTICIPATION, THE FACT THAT STUDENTS SCORED SO LOW IN PERCENTILE RANKINGS IN THE AREAS OF READING COMPREHENSION AND MATH APPLICATIONS IS DISTURBING. THE FINDINGS SHOW THAT EBCE JUNIORS HAVE CONSIDERABLE ROOM FOR IMPROVEMENT IN THESE AREAS.

Project Operation

This evaluation employed several surveys, interviews and on-site observations in order to collect data on EBCE project operations from different perspectives. The purpose of these additional data sources, which went beyond those used to collect data for project objectives, was to see the project through the eyes of the students, job site personnel and school staffs.

To accomplish this task in as orderly a fashion as possible the findings of each separate data source will be discussed individually in this section of the report.

EBCE STUDENT OPINION SURVEY A student survey was developed by the evaluator in FY78 to collect perceptual data from students in the project. This same survey was adopted and used this year. The items on the survey asked why one entered, why one remained and what outcomes were realized. A copy of this instrument appears in Appendix B. The students were directed to respond to several items using Likert-type scales depicting several concepts. To facilitate the administration of these surveys, copies were delivered to each school coordinator to be distributed to students. The school coordinators collected and forwarded the completed surveys to the evaluator for analysis. Students completed these surveys in May, 1979.

The following will discuss each of the concepts covered in the survey and report the responses of all EBCE students. Only when there exist discrepancies between the two site areas on a particular item will a comparison be made.

REASONS FOR ENROLLING

Students were asked to respond to a number of items which were designed to determine why they enrolled in the EBCE project. They were given several possible reasons and asked to respond on a five point scale as to whether these were "*Not at All Important*" or "*Very Important*" reasons for enrolling. The responses have been tallied and are displayed in Table 12. The table presents the mean response of the entire group for each item.

TABLE 12

Student Reasons for Enrolling in EBCE - *Mean**

ITEMS	AREAS		
	Cranston	Blackstone Valley	Both
a. To develop plans for after high school.	4.0	4.1	4.1
b. To have more individual attention.	2.2	2.2	2.2
c. To make new friends.	2.0	2.5	2.5
d. To find out more about careers.	3.8	4.5	4.4
e. To get out of school for a while.	2.8	1.8	1.8
f. To get trained in a job.	2.8	3.8	3.7
g. To find out more about my own values, interests, needs, and goals.	3.8	4.3	4.3
h. To get help in finding a job.	3.2	3.8	3.7
i. To get into a program different from regular school.	2.0	3.2	3.1
j. To get away from problems in school.	2.0	1.8	1.8
k. To find a part-or full-time job.	2.8	3.2	3.1
l. To have learning experiences outside of the classroom	2.3	4.0	3.9
m. To work with adults in the community.	1.7	3.1	2.9
n. To have more responsibility and independence	2.8	3.7	3.6

*Response Set: 1 = Not at all Important 5 = Very Important

Upon reviewing this table one finds that EBCE students in general, enrolled in the project for personal development (Items a, d, f, g, h, e) as opposed to enrolling in the project as an option to other school programs. Quite simply, the "escapist" notion of EBCE participation that has been suggested by some people has not

been substantiated. Granted some students found escape-type reasons to be important. Also there is a tendency for students to follow the "halo effect" in responding. However, the checks built into the survey guarded for such answers. Consequently, the responses should represent a relatively sound picture.

Although escaping from the regular school programs was not a major drawing card, in the Blackstone Valley area the draw of having out-of-school experiences was particularly strong. Also for these same Area students the possibility of finding a job or obtaining direct training in a job area was a strong recruitment device.

A puzzling finding was the response to item "m" dealing with whether the opportunity to work with adults was a reason. The mean response for all EBCE students was one of indifference. This may reflect several things. It is possible that students misinterpreted the meaning of the item. They may have felt that working with adults meant working with them in a social service capacity rather than in an educational capacity. It is also possible that they did not, at the outset, associate the EBCE experience as one where they would be learning from adults other than their teachers. In other words, they did not understand that the major focus of EBCE was community based education. This reason was even less enticing to EBCE students who enrolled in the Cranston Area.

There were three items on which the students from the two areas differed to any substantial degree: Items "e" (get out of school for a while), "f" (get trained in a job), "i" (get into a program different from regular school), "l" (have learning experiences outside of the classroom), and "m" (work with adults in the community). In each of these instances the discrepancy between the students

from the two Areas was at least one full step or response category. In each of these items, save one, one group displayed an indifferent perception while the other selected a Polarized perception. In the responses to Item 31", however, students from the two areas tended to have bi-polar perceptions. The Cranston Area group felt that having learning experiences outside of the classroom was not important while the Blackstone Valley group felt that it was rather important. Perhaps the simplest explaination for this is that Cranston Area students were told, up-front, that they would not have job-site experiences the first year while Blackstone Valley Area students were told they might. These two enrollment anticipations would obviously elicit different perceptions.

The one interesting finding observed when comparing the responses of last year to this year, is that EBCE students overall tended to place a bit more value on the possibility of EBCE helping them find a part or full-time job. (Last year the response to this item was 2.4 while this year it was 3.1.) This change of .7 from one year to the next is in-and-of itself insignificant. However, when viewed in light of the fact that all other item comparisons from last to this year provided a difference of only .3 shows that this item must have been of particular concern to this years EBCE students.

EXPERIENCES EBCE MADE AVAILABLE

Students were asked to consider the experiences, opportunities and activities that the project had made available. Students were asked to respond to these items on a 5 point scale representing whether the project *"Definitely No" or "Definitely Yes"* gave them the particular opportunity. Table 13 displays the findings of this question.

TABLE 13

Opportunities Afforded by EBCE - *Mean**

ITEM	AREA		
	Cranston	Blackstone Valley	Both
a. Find out more about your career related interests, abilities and values.	3.5	3.8	3.8
b. Matching what you know about yourself with career possibilities.	3.5	3.7	3.7
c. Learn more about careers.	3.3	3.3	3.9
d. Learn more about academic subjects.	2.2	2.6	2.6
e. Make an adult decision about your future.	2.8	3.8	3.7

*Response Set: 1 = Definitely No; 5 = Definitely Yes.

A review of this table shows that the students tended to feel that the project made these opportunities available. There is no implication made here as to the quality of the experience but only to the availability. The only area where students tended to express indifference or neutrality was to item "d" dealing with their opportunity to learn about academic subjects. Students reported that EBCE seemed to neither add to nor subtract from this learning.

There was, however, a discrepancy between the Cranston and Blackstone Valley Areas responses to item "e" relating to the opportunity to make adult decisions about the future. Cranston Areas students seemed to feel less opportunity in this aspect. This, again, might have been the result of not having job site experiences.

In terms of EBCE experiences, the project was intended to give students the opportunity to be somewhat responsible for their own learning. When students were questioned whether and to what degree

this responsibility was realized the responses were generally in the positive. Students were asked to respond to certain areas where they may have been made responsible by means of a 5 point scale. This scale represents whether the student felt "*Very Little*" to "*Very Much*" responsibility was given to him/her. Table 14 covers the responses to this question.

TABLE 14

Responsibilities Delegated to Students - Mean*

ITEM	AREA		
	Cranston	Blackstone Valley	Both
a. Planning your own activities.	4.1	2.9	3.1
b. Managing your own time.	4.0	3.4	3.5
c. Judging your own behavior and performance.	4.0	3.4	3.5
d. Your actions.	4.7	3.8	3.8
e. Getting to the job site.	4.0	3.7	3.8

*Response Set: 1 = Very Little; 5 = Very Much

A review of this table shows that in general, EBCE students were ambivalent as to the amount of responsibility the project gave them. The interesting finding here was the descrepancy between the two areas in all but one of the items. Overall Cranston Area students were given more responsibility. Transportation to the job site was to be the responsibility of all project students.

Comparing the responses of last year to this year we find an overall increase in student responsibility for the areas of Planning and Managing but a decrease in responsibility in the areas of

Judging and Your Actions. This tends to show that students took on more of the operational responsibility for their EBCE experience but received less feedback and more structure in trade.

PROJECT SUCCESS

Students entered EBCE for various reasons as was covered earlier. However, when they enter and after they have matriculated they possess certain individual goals or objectives. These can be as simple as "getting out of school" to beginning a serious preparation for one's life career. One of the questions on the survey asked students to ponder the extent to which certain components of the EBCE project were successful in helping them learn what they wanted to learn. Students were asked to respond to each of the components in terms of their being *"Not Successful"* to *"Very Successful"* on a 5 point scale. Table 15 illustrates the student's responses to this question.

TABLE 15

Project Success on Certain Components - Mean*

ITEMS	AREA		
	Cranston	Blackstone Valley	Both
a. Visiting job/resource sites.	4.2	3.5	3.6
b. Improving academic skills	2.7	2.8	2.8
c. Learning about possible careers.	4.3	3.9	4.0
d. Group meetings with EBCE students.	3.2	3.1	3.1
e. Visiting speakers.	2.5	2.9	2.8
f. Learning about oneself.	3.7	3.6	3.6
g. Using the prepared materials.	3.2	3.3	3.3
h. Planning a future career(s).	3.8	3.7	3.7
i. Learning to make decisions.	3.8	3.9	3.9
j. Individual meetings with EBCE staff.	3.2	2.6	2.7
k. Materials available in the resource center/room.	3.3	2.7	2.8

*Response Set: 1 = Not Successful; 5 = Very Successful

Upon reviewing this table one finds that the most helpful components of EBCE to students were those dealing directly with career exploration and decision making. Since the academic skills component (ARC) was eliminated from this year's project it is interesting that students even rated it under Item "b". The only areas which approached being unsuccessful were Visiting Speakers, Individual Meetings and Materials.

JOB SITE EXPERIENCE

The survey contained two questions which asked students to analyze the most meaningful job site they had experienced. These questions were designed to collect information dealing with the amount of time students were in contact with individuals and the types of activities encountered. Since the students were asked to select the job site and job site coordinator who was the most meaningful for them we must assume that the data collected represents the *best* job sites they experienced. Consequently, the reader should realize that these findings are not representative of all job sites but only a select few. Also since most students in the Cranston Area and many in the Blackstone Valley Area did not have job-site experiences or limited experiences these findings represent only a portion of all EBCE students.

Students were requested to report the amount of time that they actually spent with the Job Site Coordinator. Table 16 reports the responses to this inquiry.

TABLE 16

Time Spent With Resource Site Coordinator - *Percent*

AREA	Less than 5 hours	6-10 hours	11-20 hours	21-40 hours	40+ hours
Cranston	20.0	20.0	40.0	20.0	0
Blackstone Valley	40.9	11.4	18.2	11.4	18.2
Both	38.8	12.2	20.4	12.2	16.3

A review of this table indicates that the majority of EBCE students spent 20 or less hours with the person they found the most meaningful. Of this number the larger group spent less than 5 hours with this individual. This finding may be the result of many things. Two explanations could be that the project programmed short contact times for all experiences (meaningful and not-so-meaningful) or that a meaningful EBCE experience could be realized in a short as well as a longer period of time. Another explanation might be that students did not have as long an opportunity to go out on site since juniors needed to participate in the WOW course prior to job site visits.

An interesting point which is realized when looking at these data by area, is that the Cranston Area tends to have more students spending longer periods of time with the job site coordinator. The Blackstone Valley Area has the largest group spending under 5 hours and over 50% of the students 10 or less hours.

Keeping this finding in mind the students were asked to report on the frequency that certain activities were experienced on a regular basis. Table 17 displays these data.

TABLE 17

EBCE Activities Performed - *Mean**

ITEM	AREA		
	Cranston	Blackstone Valley	Both
a. Talk about job and careers	3.5	3.5	3.5
b. Observe work activities.	4.0	3.5	3.6
c. Participate in work activities.	4.7	3.5	3.6
d. Apply academic skills	3.2	2.9	2.9
e. Talk about personal interests and issues	2.7	3.5	3.4
f. Other activities	4.0	1.7	1.9

*Response Set: 1 = Not at all; 5 = Quite Often

Upon review of these data one sees that EBCE students were able to perform these activities with relative frequency. The Blackstone Valley Area students reported observing and participating in work activities and talking about careers and personal issues and interests on an equal basis. Cranston Area students reported participating in work activities more frequently than observing with career discussions ranking third. The greatest discrepancy between the two Areas was on Item "e", Talking About Personal Matters, which ranked lowest among Cranston Area students and equally with work and career activities among Blackstone Valley students.

When the responses from this year and last are compared one finds that the areas of Observe, Participate and Other were decreased this year. There is no clear explanation for this other than the fact that less time was spent on-site by students.

The above "activities" findings when compared to the findings under Table 16 dealing with contact time imply that the amount of time a student spends with a job site coordinator may not have any bearing on the extent to which he/she experiences certain activities. This supports the contention within the RBS model that several short term job site placements are more desirable than one or two long term job site placements.

STUDENT LEARNING OR IMPROVEMENT

As a result of participating in EBCE, students were asked to determine how much they learned about or improved on certain constructs. The intent was to get students to reflect on what they felt the direct benefits of EBCE enrollment was for them. To respond to these constructs a 5 point scale was provided which ranged from *"Nothing"* to "A *Lot*". Table 18 displays the results of this analysis.

TABLE 18

EBCE Student Learning/Improving - *Mean**

ITEM	AREA		
	Cranston	Blackstone Valley	Both
a. Range of careers and jobs open to me.	4.3	3.8	3.8
b. How to plan a career.	3.5	3.8	3.8
c. Job seeking skills.	3.8	3.6	3.6
d. How to do a particular job	3.7	3.0	3.1
e. Reading skills.	2.5	2.7	2.6
f. Writing skills	2.3	2.5	2.5
g. Math skills.	2.2	2.1	2.1
h. Listening and speaking skills.	3.3	3.2	3.3
i. Thinking through and speaking skills.	3.2	3.3	3.3
j. Working with other students.	3.2	3.1	3.1
k. Working with adults.	4.0	3.3	3.4
l. Accepting many different ideas and backgrounds of people.	3.7	3.7	3.7

*Response Set: 1 = Nothing, 5 = A Lot

Upon review of this table one sees that students felt they learned or improved the most in areas which dealt with career awareness. This is not a surprising finding since career awareness is a direct focus of EBCE. An interesting finding is in the students' response to the areas which are no longer a focus of EBCE academic skills. Students felt that the project tended to add little to their development in these areas. However, analyses performed on student achievement showed that they advanced significantly.

It appears from this survey that students perceive the strengths of the project to be in the out-of-school career exploratory experiences and weaknesses to exist in the in-school components. A comparison between this and last year's responses shows this finding to be substantiated. However, in the areas of Doing a Particular Job, Math Skills, Working with Other Students, and Working with Adults the EBCE students felt they had less learning occur this year than last. These might all be explained by the fact that academics were not a focus this year and students had fewer or no job site experience.

STUDENT CHANGE

Students were given the opportunity to express their opinions of the personal changes that may have occurred as a result of their EBCE participation. The question was stated in such a way so as to elicit open-ended responses. The evaluator compared all students' responses and a pattern of categories emerged. Table 19 reports these categories and the frequency of response within each.

TABLE 19

How EBCE Students Felt They had Changed - *Percent*

Response Category	Frequency
a) Personal Growth	25.7
b) Greater awareness of specific career areas	16.2
c) Greater sense of personal direction	14.9
d) Ability to work with others	13.5
e) Greater awareness of self and abilities	8.1
f) Greater ability to express self	8.1
g) Actual work experience	9.5
h) Others	4.0

A review of this table shows that the main opportunity for change given to students through EBCE was in the area of Personal Growth. This growth may or may not have been career related. However, one can only assume that since EBCE is a career education project then this growth is career related. The career related areas of change when looked at together are significant. Students viewed their overall greatest changes to be in these career constructs.

STUDENT EVALUATION OF EBCE

Students were asked to express what they felt were the Strengths and Weaknesses of the EBCE project. Again here, as with the previous question, the students' responses were open-ended and not presented to them for reaction. In addition, students were encouraged to make suggestions on possible changes which could be introduced to strengthen the project. Table 20 and 21 identify those areas that EBCE students felt were first the project's weaknesses and

next the project's strengths.

TABLE 20

Strength of the EBCE Project by Students - *Percent*

Response Category	Frequency
a) Hands-on experience	27.0
b) Assist decision making	13.5
c) Provide a wider outlook	13.5
d) Good job sites	16.2
e) Self knowledge	8.1
f) Dealing with Others	8.1
g) Other	13.6

TABLE 21

Weaknesses of the EBCE Project by Students - *Percent*

Response Category	Frequency
a) Need for more and better sites	30.4
b) Not enough time at site	17.4
c) Boring-too general (WOW)	17.4
d) Too little preparation	8.7
e) Transportation	8.7
f) Could hurt academically	8.7
g) Other	8.7

These tables indicate that EBCE students felt that the strengths of the project were in the job site exploration. The weaknesses were in areas that hampered this job site exploration or part of the in-school component. (i.e., the WOW course).

The most frequent suggestions offered for EBCE improvement were to:

* have more speakers and materials,
* do away with the career information booklets, and
* have more group activities.

JOB SITE OBSERVATIONS - The evaluators visited 5 of the job sites which were in use by Cranston Area EBCE students. These observations were performed to collect information on the actual physical arrangements of the site, the activities a student(s) was performing at the time of the visit and the type of supervision provided.

These observations were conducted during the month of May, 1979 and arranged by the EBCE area coordinator.

The overall impression of sites visited was that students were given the opportunity to observe and participate directly in the day to day operations. Supervisors were generally cordial, interested in the project and in the students' learning.

Since these observation visits were one time only, the evaluator felt that those activities observed may not be totally representative of the the full range of activities a student would be experiencing on a long-term basis. However, since these visits were arranged for the evaluator by project staff beforehand, we assume that to some degree what was observed was not the "run-of-the-mill" daily occurrence but something approaching a site's "best shot".

The overall impressions was that students were getting a good deal out of the job site experiences. The benefits students derived went beyond career information and included information on particular job-related training programs, enrollment in these programs or institutions of higher education, and in some cases the "landing" of an actual job (part-or full-time).

A Record of Observation schedule to collect data on these job site observations was developed. A copy of this instrument appears in Appendix D. This schedule was limited to collecting data on a site for only the activities and the atmosphere which were in place at the time of the visit. The instrument contained eight items which collected information on whether certain activities or components were present and apparent at the time of the visit. Table 22 presents a compilation of these items across the five sites visited.

TABLE 22

Record of Resource Site Observation - *Numbers*

ITEM	AREA	
	Yes	No
a. Students were under direction of a learning supervisor.	3	2
b. Students were actively engaged in activities	3	2
c. Activities were rich in interest level.	4	1
d. Activities provided meaningful facts, concepts, principles.	5	-
e. Coordinators demonstrated awareness and organization of site activities.	4	1
f. Employees observed generally appeared comfortable with students.	5	-
g. Coordinator was available to provide program feedback.	4	1
h. Site experience generally met exploration goals.	5	1

If one reviews this table it is seen that of the limited sites which were visited, the criteria listed in the Observation Form were generally met. At one site there was no coordinator/supervisor present. At another the students were not present. However, discussion with that site supervisor disclosed that the site, in fact, provided students with the full range of activities hoped for.

EBCE RESOURCE OPINION SURVEY - A Resource Opinion Survey was developed by the evaluator during FY78 in order to collect information from all job sites. A copy of this instrument appears in Appendix . This Survey included such areas as student performance site offerings, satisfaction with the project, students and staff, and overall worth of EBCE. To facilitate the collection of these data items were developed to which job site people could respond using 5 point scales representing certain extreme concepts. The surveys were delivered to the sites by use of the mail and returned to the evaluator in the same manner. To increase the response rate, the survey was designed so that one need only fold it in half, staple it and drop it in the mail. Return postage was also provided. Sixteen surveys were returned of the 117 that were mailed. The surveys were distributed and collected during the month of May, 1979.

SITE OFFERINGS AND ACTIVITIES

The job site coordinator was asked to report on the extent to which he/she felt the site had succeeded in providing certain learning experiences to EBCE students. A list of experiences was provided and the job site coordinator was asked to respond to a 5 point scale indicating if the experience provided was "A *Great Deal*" to "*Not At All*". Table 23 shows the responses to this question.

TABLE 23

Resource Site Offering - *Mean**

ITEMS	RESPONSE
a. Learning about careers and jobs in your occupational area.	1.7
b. Learning what specific job skills are needed to function in your occupation(s).	2.1
c. Learning job searching skills.	3.6
d. Learning how to do a particular job.	2.1
e. Learning how to work with adults.	1.9
f. Learning what academic skills are needed to perform in your occupation(s).	2.1

*Response Set: 1 = A Great Deal, 5 = Not At All.

A review of this table indicates that job site coordinators felt each of these experiences occurred to a substantial degree. The only one which was reported to be lacking concerned the learning of Job Searching Skills. This is understandable since employers are not in the habit of providing job searching instruction to employees but rather job performance and upgrading instruction. These job search skills were designed to be taught in the World of Work course at each participating school.

Respondents were also asked to indicate the frequency of certain job site activities. A list of activities was provided and a 5 point scale ranging from "*Often*"to "*Never*" was provided. Table 24 displays the findings of this inquiry.

TABLE 24

Frequency of Site Activities - *Mean**

ITEMS	RESPONSE
a. Talking about jobs and careers.	2.2
b. Observing work activities.	1.4
c. Participating in actual work activities.	2.3
d. Talking about their personal interests or concerns.	2.3

*Response Set: 1 = Often, 5 = Never

A review of this table shows that the identified activities were performed in a somewhat frequent manner, with observation the most frequent. Since a number of activities were being offered and the frequency of activities was high, one must surmise that the job site coordinator was exerting a good deal of effort on behalf of the project. This implies a high level of commitments both initially and during the operation of job sites. When compared to last year's responses there was a systematic increase in the frequency of each activity. The most significant increase was in Item "d" which went from 2.9 to 2.3.

The job site coordinators, when asked to indicate whether they felt these activities were following the structure outlined at the outset by them and the project staff, overwhelmingly responded in the positive. There were few surprised employers. When asked if the amount of time needed for EBCE was more or less than expected, the average answer was 3.2 on a 5 point scale representing "A *Lot More*" to "A *Lot Less*". This indicates that in general the job site

coordinators felt that the effort needed was that which they had anticipated.

SITE'S SATISFACTION

Respondents were asked to report their overall satisfaction with EBCE students and project staff. A series of questions were included in the survey which required that the job site coordinators respond to a 5 point scale ranging from *"Always Satisfactory"* to *"Never Satisfactory"*. The items questioned activities which a job site coordinator would normally encounter and communications the project would direct toward him/her. Table 25 displays the responses to one of these questions which dealt directly with satisfaction with EBCE students.

TABLE 25

Resource Site Satisfaction with EBCE Students - *Mean**

ITEMS	RESPONSES
a. Reliability in keeping commitments.	2.3
b. Student attendance.	2.3
c. Behavior at site.	1.2
d. Preparation before starting site experience.	2.2
e. Interest in site activities.	1.8
f. Other.	2.5

*Response Set: 1 = Always Satisfactory, 5 = Never Satisfactory

Upon reviewing this table one finds that coordinators are generally satisfied with the EBCE students they have encountered. The Other category dealt with *students volunteering* and *student eagerness and politeness*.

Job site coordinators were also asked to rate their satisfaction with the staff of the EBCE project that they encountered. The response set for these items was the same as above. Table 26 displays the findings of this inquiry.

TABLE 26

Resource Site Satisfaction with EBCE Staff - *Mean**

ITEMS	RESPONSE
a. Their help in planning student site activities.	1.8
b. Their assisting with student problems.	2.2
c. Their reporting to you of student progress.	3.2
d. General information about the operations of the EBCE project.	2.1
e. Other.	1.6

*Response Set: 1 = Always Satisfactory, 5 = Never Satisfactory.

This table indicates that the employers tend to be satisfied with the project staff. The one problem area was Item "c" which covers the reporting of student progress back to the job site. Staff from both Areas tended to be remiss in this function. This particular aspect was also brought up by students who indicated displeasure with the feedback to them.

The reader should be aware that not all sites had contact with all EBCE students or all EBCE staff. Consequently the responses to these items reflect only selected contact with several individuals. The value in looking at these data/perceptions comes from the fact that we are looking at one-to-one or one-to-several contacts over a wide range of sites. This wide range makes it possible to draw some conclusions since it does represent contact with the majority

of students and all staff.

The evaluator was interested in collecting more information in the area of project-site contact/communication. The job site coordinator was asked to report the frequency of certain project-to-site communications. When asked how many visits were made by EBCE staff the overall response from the majority was between "none" and "one to three" visits.

When asked how many letters or other personal communications from EBCE staff had been received the overall response from the majority was "One or Two".

When asked how many printed flyers or other informational material had been received, the overall response from the majority was "one or two".

The respondents indicated that in-person contacts between site and project are few and infrequent. The tendency is to communicate by telephone or mail. Comparing these findings with the responses on satisfaction one can surmise that the employers believe these infrequent contacts to be sufficient for operation of the project.

To further substantiate employer satisfaction with the project, a question was asked whether they planned to continue participating in the coming school year. Table 27 displays the responses to this question.

TABLE 27

Job Site Participation in FY80 - *Percent*

RESPONSE	FREQUENCY
Yes	76.5
No	5.9
Unsure	17.6

The clear majority of respondents said that they would continue to participate. There were,however, a large percentage of people who indicated that they are unsure of their future participation. This is a puzzling finding in light of the high marks displayed above in terms of satisfaction with the project. One can only hope that this desire to disassociate with EBCE may be due to problems which are internal to the site and not project related.

Despite the fact that there was some indication that sites would not continue to participate, among those who did a good deal of enthusiasm was displayed. Respondents were asked whether they would like to see their role in EBCE expand or diminish. Table 28 shows the responses to this question.

TABLE 28

Job Site Change in Participation in FY80 - *Percent*

RESPONSE	FREQUENCY
Increase	16.6
Decrease	6.3
Remain the same	66.0
Unsure	11.1

The majority wish to see their role remain as it was this past year. However, there was a strong interest on the part of many sites to increase their participation in the project. This expansion was not elaborated on so it may indicate the taking on of more students, expanding the curriculum, participating in other project functions, etc.

Respondents were asked to speculate on how desirable an experience EBCE was for them, their organization and, if possible, for the students they encountered. A 5 point scale ranging from a *"Very Desirable Experience"* to a *"Very Undesirable Experience"* was provided so that responses would be uniform. Table 29 presents the results of these rankings.

TABLE 29

Resource Site Rating of the EBCE Experience - *Percent*

PERSON	RESPONSE
By You	1.8
By Your Organization	1.9
By Students	1.6

*Response Set: 1 = Very Desirable Experience
5 = Very Undesirable Experience

The findings indicate that the majority of job site coordinators found EBCE participation to be desirable for all persons involved.

IMPORTANCE OF EBCE

The majority of items on this survey asked the job site coordinators to answer questions about their direct experience with the project. There was one question which asked them to reflect on what they believed to be the importance of site placements in the education of students. A number of items were provided and a 5 point scale was provided which ranged from *"Very Important"* to *"Not Important"*. Table 30 presents the responses of job site coordinators to this question.

TABLE 30

Resource Site Importance - *Mean**

ITEMS	RESPONSE
a. Providing new learning experiences.	1.3
b. Providing career information.	1.3
c. Helping students better comprehend the world of work.	1.3
d. Developing a school to work relationship.	2.3
e. Participating in a community program.	2.4
f. Increasing the community's awareness of my organization.	2.3
g. Providing a source of contact with potential employees.	2.4
h. Other.	1.5

*Response Set: 1 = Very Important, 5 = Not Important.

The resource site people tend to agree that the job site experience provided to students through EBCE is important as identified by all the listed reasons. Interesting points brought out by these responses are that the employers tend to see as more important the direct benefits of EBCE to their students (i.e., Items "a", "b" and "c") and as less important the benefits to their own organizations

STRENGTHS AND WEAKNESSES

The job site coordinators were given the opportunity to convey in an open-ended fashion what they felt to be the strengths and weaknesses of the EBCE project. The major strengths mentioned supported the "basic premise", the opportunity for students to

experience various job situations as an aid in career decision-making. Also cited was the exposure of students to the non-glamorous aspects of jobs. Two coordinators felt that the experience would be considered valuable by potential employers.

The weaknesses recorded related to lack of monitoring of students by EBCE staff and consequent poor attendance. Poor preparation of students was also mentioned; students seemed to lack awareness of their responsibility to the job sites and to be unprepared to handle more tedious aspects of jobs. Too little time at sites was also listed as a program weakness.

Specific suggestions included the scheduling of students from November through April to avoid end of school year schedule conflicts. In addition, EBCE staff work with students to insure cooperation was considered necessary.

In general employers tended to express favorable views about their experience with EBCE this year. Most were impressed sufficiently with the project and its students to continue on next year. There was, however, some misunderstanding on the part of both students and employers as to the main intent of EBCE. This misunderstanding was prevalent last year as well. No one would question that exploration in a job or career area which is of interest to the student is paramount and nice to have. But, the important outcome of EBCE is the world-of-work exposure. Many students and employers alike still do not understand this and view EBCE as a "student teaching" type experience rather than a "holding a job" type experience.

SCHOOL COORDINATOR INTERVIEWS - The evaluators were able to interview all of the EBCE School Coordinators during the course of this project year. The purpose of these interviews was to collect information on all aspects of in-school EBCE operations. An interview schedule was developed that collected all such data and was used for all of these School Coordinator interviews. A copy of this instrument appears in Appendix E. All of these interviews occurred during the months of January 1979 to June 1979.

Much of the demographic data reported in the interviews were used to complete other portions of this report. Consequently, the perceptual data alone will be discussed below.

WORLD OF WORK COURSE

The WOW course is being taught by a person other than the school coordinator in all but one of the participating schools. In that one school the school coordinator is the WOW course instructor as well. The WOW course curriculums were developed during a workshop held during the Summer 1978. The school coordinators were the persons who participated in this workshop but in several cases the WOW instructor also was involved. The reason for this was that the WOW instructor was not identified or appointed until the course was designed and set. Obviously, then, in most cases the WOW instructor could not participate in the workshop.

The appointment of a person to the WOW instructor position was done in a variety of ways. In most cases there was a formal posting of the position and a subsequent search. In other cases the person was appointed to the positions based on local circumstances. In one case, the person volunteered and was given the post.

JOB SITE EXPERIENCES

The coordination of the job sites was divided between the Area Supervisor and School Coordinator in various ways. It was reported that in the Cranston Area the jobs sites are coordinated 50% by the school coordinator and 50% by the student. The Area Supervisor is not involved. This seems to be inaccurate since the Area Supervisors main responsibility is the coordination of job sites. In the Blackstone Valley Area the proportion of responsibility for each party fluctuates among the schools involved. In one case there is a 50/50 split between the school coordinator and the students, while in another the 50/50 split is between the student and the Area Supervisor. In one final case there is a 20% responsibility on the part of the school coordinator and 80% on the part of the student.

The school coordinators visit students on the job site at different times and with differing frequency. The Cranston Area school coordinators visit their students during regular school hours either once a week or once every two weeks. The Blackstone Valley school coordinators, however, visit students during regular school hours, after school and on Saturdays depending on the person and the student's schedule. These visits are made either once a week, twice a week or once every two weeks.

The school coordinators indicate that a formal feedback system is in place between the schools and the employers. Most indicate that this system consists of both written and verbal feedback which occurs sporadically during the project year.

The responsibility of monitoring the job sites is seen as that of the Area Supervisor or assistant. In one case the school coordinator has done some monitoring; in one case the WOW instructor has participated. In one reported instance a school's guidance intern has monitored EBCE job sites. There were no school coordinators who knew how often the job sites were monitored.

The job of developing sites is considered to be that of the Area Supervisor. However, some coordinators have indicated that they have developed sites as have students and guidance interns.

In the Cranston Area there is agreement that no student can explore a job site until the WOW course work has been mastered. This course operates by semester in one school and by year in the remainder of the schools in this Area. In the Blackstone Valley Area the criteria range from no criteria to a student having to complete the WOW course. These schools offer the WOW course either by semester or yearly. In one of these schools the course is open only to 9th graders. For a student to go from job exploration to job specialization there appears to be no set criteria in any of the schools. Consequently, students tend to move into specialization when either the school coordinator feels they are ready, they feel they are ready or a combination of the two.

CREDIT FOR EBCE

Students receive high school credit for their successful participation in EBCE. For students enrolled in the WOW course or full time at a job site they receive one full credit. In some schools this becomes 1/2 credit for a job site experience and in one instance

a student receives no credit for EBCE. The schools where students received credit the grade one gets is a formal letter grade. This grade is determined by either the WOW instructor or the school coordinator. The grade is based on a number of items including classwork, site evaluation, student attitude, and attendance.

SCHOOL COORDINATOR RESPONSIBILITIES

The school coordinators were asked to list the various EBCE related duties that they are responsible for. These responsibilities, as reported, include:

* counseling,
* developing lesson plans,
* trouble shooting problems with individuals,
* correspondence,
* ordering materials,
* maintaining EBCE files,
* teaching the WOW course,
* seeing that students get to sites,
* recruiting,
* attending EBCE meetings
* site development,
* site monitoring, and
* site coordinating.

The majority of the school coordinators would like to see their EBCE responsibilities remain at the present level. However, there are some who would like to have their levels either expanded or decreased. There were two of the Cranston Area coordinators who wish to have their responsibilities expanded and one in Blackstone Valley. There were two in the Blackstone Valley Area who wished to have a decrease and none in the Cranston Area.

Currently, as reported by the school coordinators (who in all cases save one are guidance counselors) the counseling load which EBCE students represent ranges from 3% to 17% of their entire counseling load. The frequency with which EBCE students are counseled range

from once a week to two or three times a week. The frequency of non-EBCE student counseling sessions varies depending on the student.

The extent of involvement the school coordinator has with the WOW course tended to end after the initial development aspect. Coordinators (except for one who teaches the entire course) indicated that they might teach one or two classes or help in problem solving but nothing more.

OPERATIONS

The school coordinators reported that information on the EBCE project was passed to them through the Area Supervisors or their assistants. In certain cases, some information came directly from employers.

There was little agreement on the frequency with which EBCE project meetings are held during the project year. Some felt that there were four or five a year and others didn't know when or how many were held.

All, save one, of the coordinators felt that the EBCE workshops were useful. They felt that these workshops kept them abreast of new developments, allowed them to share feedback, introduct them to new materials or helped them find out what other schools were doing.

Additional comments made by the school Coordinators that either did not fit into any of the previous categories or warranted separate comment follow:

1. Most coordinators seem to have problems meeting with their students. They already have very heavy student loads . compound with daily troubleshooting.
2. Several of the coordinators have not been adequately informed of EBCE matters (i.e. EBCE coordinator meetings, EBCE club meetings,etc.). One school did not have nor had it ever been given a copy of the EBCE site catalogue.

3. Two coordinators felt that EBCE could be much more of a success if local sites were developed and utilized.

4. One school seems to be biding time in starting up the WOW course. As of January,75 students had signed up for the course. By mid-March no process of selection and/or elimination had taken place and the course had not begun.

5. One school does not offer the WOW course to 10th, 11th or 12th graders but only to 9th graders. These 9th graders are not involved in a counseling component (as far as the interviewer could perceive) nor are they participating in site visitation. It is the interviewer's perception that these students are not to be considered a part of the EBCE-RIDE project.

6. It is difficult to tell if the different schools are following the designed plan for scheduled meetings with students in the guidance component section of EBCE.

STUDENT INTERVIEW - In order to obtain certain information on aspects of EBCE that were not covered in the Student Opinion Survey, in person interviews were conducted. The students interviewed were selected at random from the World of Work classes. The interviews were held on a one-to-one basis apart from the classroom.

In total there were 36 students interviewed. From the Cranston Area there were 19 students interviewed and the Blackstone Valley Area had 17 students interviewed.

Students were asked to describe the occupation(s) they were interested in prior to enrolling in EBCE and the occupation(s) in which they currently were interested. Upon comparing these two responses it was found that 22 of the students interviewed indicated the same occupation(s) both initially and after participating. However, several students either narrowed their career paths or expanded to cover more possibilities in the same career area.

Students felt that they were generally well prepared prior to their first experience at a site. There were, however, a number (6) who felt that they were not at all well prepared. The students,

however, generally felt that the sites were only sometimes prepared with some (10) feeling they were well prepared and some (8) feeling the sites were not well prepared.

Those students who visited job sites were asked how many sites they visited while in the project. The responses ranged from one to five which was a substantial decrease from last year's range of from one to twenty. This is probably due to the introduction of the WOW course as the requisite to job site placement. The occupations observed at these sites covered a wide array of clusters. The more commonly observed occupations were *hospital workers, broadcasters, travel agents and nursery school teachers.*

Students were asked to discuss the guidance/counseling component of EBCE. When asked how often they participated in individual counseling sessions with the EBCE school coordinator or their guidance counselor, the majority (15) responded that they had no such sessions, a similar number (14) indicated that these were held frequently and several (5) said that there were one or two such sessions

When asked how often they participated in group counseling, the majority of students (31) indicated that they never had such sessions. This is understandable since this component of EBCE was dropped this year. However, what is puzzling, is that six students indicated that they had participated in such EBCE activities several times over the project year.

When students were asked to discuss the interface between their regular academic classes and career related constructs the majority of students (25) noted no such carry-over while the remainder (11) noted some meshing of the two. Those that reported an interface said it was limited to English classes.

Finally, students were asked to reflect on the type and quality of information they received both before enrolling and while in the project. The majority of EBCE students (23) reported that the information they obtained while in school was realistic in terms of what was observed at the job site. There were, however, a number (7) who felt that this information was not realistic at all.

When students were asked whether the recruitment information they were given prior to enrolling in EBCE was accurate there appeared to be a somewhat even distribution between those feeling their expectations were met (5) and those feeling their expectations were not met (7). In addition, there were several students (5) who felt that the project gave them more than they expected.

The overall impressions the evaluator received from the interviews was that the students tended to enjoy the exploration opportunities the project made available. The students gave the distinct impression that the information presented in the WOW course could be drastically compacted. Stretching it out over a several semesters or a year was too long and made the class a "chore" and "boring".

DISCUSSION: All clients and staff of the EBCE project were surveyed this year. The Student Opinion Survey found that students enrolled in EBCE to deal with career related matters primarily. Escaping from school and personal growth were secondary reasons for enrolling. The activities which the project offered focused primarily on these needs. Students were given a great deal of responsibility for their program and their experiences. The students, however, felt the project was most successful in providing personal growth experiences first and career awareness experiences second. The Job Site Observations noted that a student's experience was rather structured this year and the sites provided learning experiences which allowed little time for the student to be bored. The Resource Opinion Survey found that the job sites saw themselves as providers of career information and job skill development. The site experiences were comprised of observations primarily with some level of participation. The sites were most impressed

With the behavior and interest of EBCE students while at the site and pleased overall with the students who were placed there. The sites were generally pleased with the amount of time spent by the EBCE staff in developing the site but not pleased with the level of follow-up and information flow. Most sites indicated they would continue their participation if a project exists next year. The School Coordinator Interviews found that school coordinators felt that they had good control over their individual EBCE projects but little input into the total state project. They felt that they played a major role in the coordination of the job exploration component and supervision of the WOW component. The EBCE Student Interviews discovered that students tended to have a good idea of a career field prior to entering EBCE and maintained that interest. The students had high praise for the job site exploration component but tended to view the WOW course as too long and boring. Most students indicated that they would like to continue next year.

CONCLUSIONS: This evaluator can draw several conclusions from these data. First, all parties concerned tend to see EBCE as a viable and worthwhile educational alternative. Students like the opportunity to deal with employers, employers like the opportunity to have some interplay with the schools. The school coordinators like to be able to deal with students who don't wait until their senior year to start thinking about "life after high school". Second, the weakest part of the project appears to be the length of or the breadth of the WOW course. Third, the school coordinators tend to see their main responsibility as pure coordination of the program at the school level with little direct involvement other than counseling (which is part of their existing load). Last, job sites are becoming adament about not receiving adequate feedback on the benefits derived by students.

RECOMMENDATION #12: IT APPEARS THAT THE EBCE STAFF HAVE BEEN LAX IN REPORTING BACK TO EMPLOYERS. PERHAPS TO ACHIEVE SOME MEASURE OF FEEDBACK AND EVALUATION, EACH STUDENT'S LAST DAY AT A SITE COULD HAVE AN EXIT INTERVIEW SCHEDULED. THIS EXIT INTERVIEW WOULD BE BETWEEN THE STUDENT AND THE JOB SITE SUPERVISOR. THE PURPOSE WOULD BE TO DISCUSS THE SITE, THE LEARNING THE STUDENT HAS HAD, THE AREAS A STUDENT SEES FOR SITE IMPROVEMENT, THE AREAS THE SITE SUPERVISOR SEES FOR STUDENT IMPROVEMENT AND SOME HELPFUL SUGGESTIONS FROM THE SITE SUPERVISOR TO THE STUDENT ON OTHER AREAS OF EXPLORATION OR LEARNING.

RECOMMENDATION #13: THE SCHOOL COORDINATORS HAVE LISTED WHAT THEY VIEW AS THEIR EBCE JOB RESPONSIBILITIES. THE LISTED RESPONSIBILITIES (OTHER THAN COUNSELING) ARE QUITE SIMILAR TO THOSE OF A COOP COORDINATOR. PERHAPS THIS PROJECT MIGHT CONTINUE TO EXIST IF THE COOP COORDINATOR AT EACH SCHOOL ASSUMES THE SCHEDULING, TROUBLE SHOOTING AND COORDINATION DUTIES. IN TRUTH EBCE MIGHT BE VIEWED AS A FIRST STEP OR FIRST LEVEL COOPERATIVE EDUCATION EXPERIENCE FOR STUDENTS.

RECOMMENDATION #14: THE EBCE PROJECT IS OBVIOUSLY IN DANGER OF DYING AT SEVERAL OF THE PARTICIPATING SCHOOLS. THE LOSS OF FEDERAL MONIES TO SUPPORT EBCE IS A KEY REASON FOR THIS BUT NOT THE ONLY ONE WHICH WILL CAUSE THE DEMISE. THERE HAVE BEEN SEVERAL MECHANISMS ESTABLISHED TO TRY TO LEND SOME PERMANENCY TO THE PROJECT. THE EBCE (DICE) CLUB IS ONE SUCH MECHANISM WHICH MAY WORK TO KEEP STUDENTS INTERESTED. THE JOB SITE CATALOG IS ANOTHER WHICH INSURES A NUMBER OF RECRUITED AND DEVELOPED SITES. THE WORLD OF WORK COURSE CURRICULUMS ARE YET ANOTHER. HOWEVER, TO DATE, THERE HAS BEEN NO PROPOSAL SET FORTH OR SYSTEMATIC PLAN DESIGNED OUTLINING HOW THESE RESOURCES WILL BE USED TO MAINTAIN EBCE IF NOT ON A STATE LEVEL. THIS SINGLE FACTOR, THE "WAIT UNTIL THE BEGINNING OF SCHOOL IN SEPTEMBER" ATTITUDE, IS WHAT WILL PROBABLY CAUSE EBCE TO GO THE WAY OF MOST OTHER FEDERALLY FUNDED CAREER EDUCATION PROJECTS.

CONCLUSIONS

The Rhode Island Department of Education's Bureau of Vocational Education for the past three years has been the recipient of a grant from the federal government to operate an Experience-Based Career Education Project in this state. Over the three year life span of the project it has gone from being one which followed the Research for Better Schools model having Academic Resource Center, Career Counseling and Career Exploration components to a Rhode Island model having Career Exploration and World of Work Course components. However, the evolutionary processes of going from one to the other have not been so easy.

From the outset the EBCE project had been viewed as an educational program apart from the "regular" educational program. This attitude existed at the outset of the project and followed to the present time. This attitude existed despite the contention that such a schism would be harmful to a project which needed to be viewed as a viable educational alternative.

The attitudes of faculty who refused to "buy-into" the released time concept, the attitudes of administrators who refused to give little more than praise to the project, the attitudes of school Coordinators who viewed EBCE as an "add-on" responsibility and the attitudes of students to have only "top-notch" job sites in areas of interest to them all contributed to keeping the EBCE project in a state of crisis management. Because the project administrators/managers spent most of their time and energies trouble-shooting and/or arranging bus schedules, little time was left for program planning or setting the seeds for the project to expand. In fact, if one looks at the three year history of the project, a contraction rather

than an expansion will be seen.

Despite these problems, the contributions EBCE made to this state and to the local schools who participated are undeniable. This EBCE project:

* gave approximately 250 R.I. businesses an opportunity to have some access to and voice in the educational process;

* gave these same employers an opportunity to begin a recruitment and training campaign at the expense of the educational system;

* gave faculty at eight comprehensive high schools and two area vocational facilities access to resources and materials which represented the most current state of the art of career education;

* gave the guidance departments at the participating high schools the opportunity to start students thinking whether about life after high school graduation well before the second semester, senior year ;

* gave students from seven communities an opportunity to learn, first hand, what it is like to be employed and, more, what it is like to be an employee;

* gave these same students an opportunity to learn in an environment outside of the traditional school setting;

* posed a direct challenge to seven school systems to develop and use an educational process which would provide direct relevance to their curriculums; and

* gave local school systems, the State education department and the business community an opportunity to coordinate their own agendas, needs, interests and resources into a learning experience for R.I. high school students.

This project began as one which the State Department of Education played a major role, the local school system a secondary role and the business community a tertiary role. At the close of the third project year the project was one in which the local school system played the major role, the business community a secondary role and the State Department of Education a support role. Perhaps, in order for the cycle to be completed, the project should be changed so that the business community

takes on the major role, the local school system a secondary role and the State Department of Education the role of interested spectator.

APPENDICES

APPENDIX A

Job Sites Available for FY79

CRANSTON AREA JOB SITES

wick Nurseries
Warwick Avenue
nston, R.I.
ard Pagliarini

er Williams Park Greenhouses
er Williams Park
vidence, R.I.
Manny Texiera

omobile Club of R.I. (AAA)
Reservoir Ave.
nston, R.I.
David G. Camera

elice Realtors
2 Reservoir Avenue
nston, R.I.
Dwight Leigh

wood Sensors
5 Elmwood Ave
nston, R.I.
Patricia Smith

Maguire, Inc.
Canal Street
vidence, R.I.
Joan Larsen

rill Lynch, Pierce, Fenner, & Smith Inc.
spital Trust Plaza
vidence, R.I.
Anthony Conti

n State Training Center
set Point
th Kingstown, R.I.
Bill Henry

idence Teacher's Credit Union
Park Avenue
ston, R.I.
ph Bellucci

e Island State Auditor General's Office
ark Street
idence, R.I.
Robert Armstrong

eler's Aid
hestnut Street
idence, R.I.
nne Akakelian

Cranston Mirror
Auburn Street
ston, R.I.
olm Daniels

Viscount Recording Studios
486 Wellington Ave.
Cranston, R.I.
Russell J. Martin

Warwick Beacon
132 Meadow Street
Warwick, R.I.
Mr. John Howell

WJAR - RADIO
176 Weybosset Street
Providence, R.I.
Mike Sands

WRIB, INC.
200 Water Street
East Providence, R.I.

John Pierce

C.E. Maguire, Inc.
31 Canal Street
Providence, R.I.
Joan Larsen

Mother Nature's Florist
Main Street
North Scituate, R.I.
Mary Beth Dexter

Outlet Photography Studio
176 Weybosset Street
Providence, R.I.
Tom Sparks

RI Jr College (Drama & Speech Div. of English deptment)
Warwick Campus-East Ave., West Warwick
Blackstone Valley Campus-Louisquiset Pk. Lin. RI
Mike Romano

The Village Flower Shop, Inc.
1803 Cranston Street
Cranston, Rhode Island
Frank DeBonis

Cranston Animal Hospital
1119 Park Avenue
Cranston, R.I.
Mrs. Henry E. Childers

Cranston General Hospital Osteopathic
1761 Broad Street
Cranston, R.I.
Peggy Wyette

Cranston Mental Health
1090 Cranston Street
Cranston, R.I.

Foster Animal Hospital
Cucumber Hill Road (Pole #6)
Foster, Rhode Island

Dr. Nicholas Gorham

Meeting Street School
667 Waterman Avenue
East Providence, R.I.
Barbara Fazzano

Northwest Nursing Association & Clinic
Old Ada Hawkins School
Rt #44
Harmony, R.I.
Jacqueline Horner

R.I. Medical & Emergency Services
480 Atwood Avenue
Cranston, R.I.
Blanca Natello

Warwick Emergency Room
Airport Plaza
Post Road, Warwick, R.I.
Diane Genga

American Automobile Association
1035 Reservoir Avenue
Cranston, R.I.
David Camera

Charlsey's

Cranston Travel, Inc.
801 Park Avenue
Cranston, R.I.
Mrs. Kaufman

Globe Travel Service, Inc.
1414 Atwood Ave.
Johnston, R.I.
Adriana Arcade

Gregory's
1500 Oaklawn Avenue
Cranston, R.I.
Bill Roccio

Holiday Inn
21 Atwells Ave
Providence, R.I.
Ronald Volante

The Marriott Inn
Charles at Orms Street
Providence, R.I.
Ms. Carol Pechack

Providence YMCA
160 Broad Street
Providence, R.I.
Mr. Cal Steere

State Food Processing Plant

Racquet Club
125 Sockanossett Rd
Cranston, R.I.
Fred Brown

Twin Oaks
100 Sabra Street
Cranston, R.I.
Richard Landers

Elmwood Sensors

Cranston Print Works: Corporate Offices
1381 Cranston Street
Cranston, R.I.
Joseph Gatta

Cranston Print Works: Plant
1381 Cranston St., Cranston, R.I.
Don Tidd

The Jeanery
Warwick Ma.., Warwick, R.I.
Jane Caporelli

Suzie's Casuals
Warwick Mall, Warwick, R.I.
Miss Colleen Brown

Ann Taylor, Inc.
Warwick Mall, Warwick, R.I.
Maxine Lerman

Uncle Matty's Tropical Gardens
Lambert Street (Rt. 5)
Warwick, R.I.
John Carey

Ups and Downs
169 Warwick Mall, Warwick, R.I.
Miss Debbie DeMasco

The Village Flower Shop, Inc.
1803 Cranston St., Cranston, R.I.
Frank DelBonis

Beauty Hour Salon
249 Phenix Ave., Cranston, R.I.
Dolores Aceto

77

Jenning's Bros. Inc.
1 Garden City Drive
Cranston, R.I. & 345 Quaker Lane, Warwick, R.I.
Mr. Joe Jennings

John's Future Hair School
640 Atwood Avenue
Cranston, R.I.
Mr. John Notarianni

Magic Combs
North Scituate, R.I.
Judy

Environmental Protection Agency

Port Edgewood
1128 Narragansett Blvd.
Cranston, R.I.
Loretta Fraser

URI Marine Advisory Service
Narragansett Bay Campus
Narragansett, R.I.
Dr. Prentice Stout

Wickford Marine and Supply
23 Brown Street
Wickford, R.I.
Kevin Toole

Bo-Peep Market

Chess King
Midland Mall
Warwick, R.I.
Richard Vishino

Cranston Print Works: Corporate Offices

Cranston Print Works: Plant

Doctor Pet Center
Midland Mall
Warwick, Rhode Island
Bob Lamarche

Filene's
Warwick Mall
Warwick, R.I.
Mrs. Doreen Quinn

Gatepost
Midland Mall (Upper Level)
Warwick, R.I.
Steve Melpris

Cappalli, Greco, & Talongo
1700 Cranston Street
Cranston, R.I.
Mr. Richard Cappalli

Chepachet Elementary School
Main Street, Chepachet, R.I.
Miss Kathleen Moran

City of Cranston-Tax Collector's Office
869 Park AVenue, Cranston, R.I.
Charles Ladefian

Cranston Community Action Program (CAP)
30 Rolfe Street, Cranston, R.I.
Ed Robichaud

Cranston Fire Department
301 Pontiac Avenue, Cranston, R.I.
Capt. Charles Wales

Cranston Mental Health
Cranston Pre-School
351 Budlong Rd.
Cranston, R.I.
Joanne Shields

Cranston Public Library
William Hall Library
1825 Broad St., Cranston, R.I.
James Giles

Doric Day Nursery & Kindergarten
145 Pontiac Ave., Cranston, R.I.
Mr. David Hersey

Gladstone Street School
50 Gladstone St., Cranston, R.I.
James Cofone

Jewish Community Center
401 Elmgrove Ave., Providence, R.I.
Carol Lessuck

The Learning Center
345 Blackstone Blvd., Providence, R.I.
Pat Godin

Meeting Street School

Nickerson House
133 Delaine St., Providence, R.I.
Cathy Dunn

R.I. Consumers' Council
365 Broadway, Providence, R.I.
Ed Palumbo

R.I. Jos Service: Manufacturing & Construction
40 Fountain St., Providence, R.I.
Mr. Joseph McMahan

R.I. Job Service: Professional, Clerical & Sales
787 Pine St., Providence, R.I.
Mrs. Grace Lemon

St. Mary's Nursery School
St. Mary's Drive, Cranston, R.I.
Mrs. Marlene Wilbur

St. Mary's School
85 Chester Avenue, Cranston, R.I.
Sister Mary Palance

R.I. Group Health Association
North Main Street
Providence, Rhode Island
Theresa Reita

Title I Pre-School
Cranston Vocational Technical Facility
100 Metropolitan Ave., Cranston, R.I.
Mrs. Marie Rossi

Harrison Motor Sales Inc.
1223 Westminster Street
Providence, R.I.
Mr. Bedrosian

Traveler's Aid
33 Chestnut St, Providence, R.I.
Roxanne Arakelian

Hurd and Goldberg
Reservoir Avenue, Cranston, R.I.
Bob Silverman

L. J. Vallone, Attorney
Industrial National Bank Building
Providence, R.I.
Louis Vallone, Esq.

Valentine Alay School
311 Doric Avenue, Cranston, R.I.
Louis N. Ferri, Jr.

Warwick Police Department
99 Veterans Memorial Drive, Warwick, R.I.
Sgt. Thomas Conroy

West View Elementary School
15 Mayberry Street
Cranston, R.I
Irwin Stone

Allinson, Inc.
2069 Post Road, Warwick, R.I.
Wayne Allinson

American Automobile Association of R.I.

Cranston Print Works: Corporate Offices

Cranston Print Works: Plant

BLACKSTONE VALLEY AREA JOB SITES

Notre Dame Hospital
1000 Broad Street
Central Falls, Rhode Island

Ms. O'Neil

Rhode Island Medical Center, General Hospital
Box 8269
Cranston, Rhode Island

Owen Mahoney

Institute of Mental Health
600 New London Avenue
Cranston, Rhode Island

Owen Mahoney

Cumberland Animal Hospital
Pound Road
Cumberland, Rhode Island

Dr. Garbutt

Meeting Street School
667 Waterman Avenue
East Providence, Rhode Island

Barbara Fazzano

Memorial Hospital
Prospect Street
Pawtucket, Rhode Island

Ms. Barbara T. Elman

V.A. Hospital
Davis Park
Chalkstone Avenue
Providence, Rhode Island

Mr. Alan Korolenko

Federal Aviation Administration Traffic Control

Providence Tower
T.F. Greene Airport
2000 Post Road
Warwick, Rhode Island

William McCarthy

80

Quonset Tower
Quonset Air Field
Davisville, Rhode Island

Earl Culp

Rhode Island State Employees Credit Union
160 Francis Street
Providence, Rhode Island

Mrs. Annette Kelley

Valley Gas Company
1595 Mendon Road
Cumberland, Rhode Island

Al Bateman

Carol Cable Company
249 Roosevelt Avenue
Pawtucket, Rhode Island

Mr. Horstman

Old Stone Bank, Woonsocket
117 Main Street
Woonsocket, Rhode Island

Theresa Levesque

City Clerks Office ,City of Central Falls
580 Broad Street
Central Falls, Rhode Island

Thomas Luzich

Information Systems Incorporated
174 Armistice Blvd.
Pawtucket, Rhode Island

Mr. Robert Colapietro
Paul Martin

Conduit Building Specialities Company
Conduit Street
Central Falls, Rhode Island

Mrs. Joseph Such

Rhode Island Public Transportation Authority
265 Melrose Street
Providence, Rhode Island

Joseph Varneko

Federal Aviation Administration,
Quonset State Airport
Operations Building
Quonset State Air Field
Davisville, Rhode Island

Ernest Fontaine

Department of Transportation State Garage
56 Plainfield Street
Providence, Rhode Island

Joseph Suffelleto

Senior Inn
474 Broadway
Pawtucket, Rhode Island

Mrs. Joan Soucy

Anchor Travel Agency
Prospect Street
Pawtucket, Rhode Island

Nancy McAdams

Brunswick Lincoln Bowling Lanes
Higgenson Avenue
Lincoln, Rhode Island

Charles Cotton

Central Falls Community Center
361 Cowden Street
Central Falls, Rhode Island

Bruce Corrigan

Pawtucket YMCA
20 Summer Street
Pawtucket, Rhode Island

James Greene

Senior Inn
474 Broadway
Pawtucket, Rhode Island

Mrs. Joan Soucy

Howard Johnson's Motor Lodge & Restaurant
2 George Street
Pawtucket, Rhode Island

Andrew Jackson - Hotel Management
Earl Thompson - Restaurant/Food Services

Starr Travel Agency
232 Broad Street
Cumberland, Rhode Island

Mr. Nunn

Burger Chef, Woonsocket
Social Street
Woonsocket, Rhode Island

Diane Parente

Burger Chef, North Smithfield
Park Square
North Smithfield, Rhode Island

Dorothy Thorpe

81

Conduit Building Specialities Company
Conduit Street
Central Falls, Rhode Island

Mrs. Joseph Such

Century 21, Barbara Sawra Realty
655 Mendon Road
Cumberland, Rhode Island

Barbara Sawra

Hickory Farms of Ohio
Lincoln Mall, Route 116
Lincoln, Rhode Island

Denise Hall

Outlet Company
Lincoln, Mall, Route 116
Lincoln, Rhode Island

Mr. Roe

Cherry & Webb Company
Lincoln Mall, Route 116
Lincoln, Rhode Island

Miss Dickens

Abar Color Labs
367 Eddy Street
Providence, Rhode Island

George Champagne

Sunrise Advertising
26 Rochambeau Avenue
Providence, Rhode Island

Robert Bronson

Roger Williams'Park Greenhouse
Roger Williams' Park
Providence, Rhode Island

Manny Teixeria

Governors' Energy Office
80 Dean Street
Providence, Rhode Island

Janice McLanaghan

Grigs Country Nursery
Landscape Construction
Nate Mulple Highway
Cumberland, Rhode Island

Halifax Floral Company
395 Promenade Street
Providence, Rhode Island

Mark Bradbury

Graphic Design at the Top
23 Broad Street
Pawtucket, Rhode Island

Norm McKittrick

New England Printing & Graphics
565 North Main Street
Woonsocket, Rhode Island

Peter Previdi

Adler's Commercial Photography Enterprises
66 Orange Street
Providence, Rhode Island

Carl Adler

Normandin Chevrolet
114 Fortin Drive
Woonsocket, Rhode Island

Ernest Colimotti

Pawtucket Children's Museum
Walcott Street
Pawtucket, Rhode Island

Jane Jerry

Rhode Island Council on the Arts
334 Westminister Street
Providence, Rhode Island

Richard Latham

Roger Williams' Park Museum
Roger Williams' Park
Providence, Rhode Island

Ray Funaro

U.S. Navy Recruiting Center
1980 Pawtucket Avenue
East Providence, Rhode Island

Phil Zawasky

Woonsocket Fire Department
Station 3
Social Street
Woonsocket, Rhode Island
Chief Landry

Hall Institute of Drafting, School Administration
330 Harbourside Avenue
Providence, Rhode Island

Charles Rogers

The Woonsocket Call
95 Main Street
Woonsocket, Rhode Island

Nancy Hudson

Saint Mary's Nursery School
St. Mary's Drive
Cranston, Rhode Island

Mrs. Marlene Wilbur

Woonsocket Police Department
242 Clinton Street
Woonsocket, Rhode Island

Commander Ledoux, Sgt. Lavallee

Department of Corrections
Office of Volunteer Services
400 New London Avenue
Cranston, Rhode Island

Vincent J. Petrarca

Blackstone Valley Head Start & Child Development
13 Legion Drive
Pawtucket, Rhode Island

Donna Novak

Hall Institute of Drafting, Drafting
330 Harbourside Avenue
Providence, Rhode Island

Charles Rogers

Elementary Art Education
Central Falls School Department
21 Hedley Avenue
Central Falls, Rhode Island

Deborah Lipman

Trinity Square Repretory Company
201 Washington Street
Providence, Rhode Island

Pamela Messore

Central Falls Fire Department
150 Illinois Street
Central Falls, Rhode Island

Chief Bob Coutu

Central Falls Planning Office
509 Broad Street
Central Falls, Rhode Island

Dan Healey

Lincoln Police Department
100 Old River Road
Lincoln, Rhode Island

Chief Johanson

Pawtucket Day Nursery
Thornley Avenue
Pawtucket, Rhode Island

Richard Gorceau

Ocean State Training Center
Quonset Point, North Kingston, R.I.
Bill Henry

Cranston Mental Health
1090 Cranston Street
Hamilton Building
Cranston, R.I.
Mr. Liberato Mangione

State Food Processing Plant
Medical Center
Cranston, R.I.
Leo Coute

State Food Processing Plant-Dietician's Office
Medical Center
Cranston, R.I.
Mrs. Barbara Jones

Department of Environmental Management
83 Park Street
Providence, R.I.
Lt. Ernest Wilkinson

Environmental Protection Agency
South Ferry Rd
Narragansett, R.I.
Claire Geremia

John Gamache Illustrator
170 Westminster Street
Providence, R.I.
John Gamache

Macari Studios
717 Atwood Ave.
Cranston, R.I.
Joseph Macari

Madison Industries
Jenkes Hill Road
Lincoln, Rhode Island

Edward Slader

Murdock Webbing Company, Inc.
27 Foundry Street
Central Falls, Rhode Island

John Farrell

WKON Radio
98 Getchell Avenue
Woonsocket, Rhode Island

Dave Russell

The Evening Times
23 Exchange Street
Pawtucket, Rhode Island

Craig Vollmer

Providence Fire Department
LaSalle Square
Providence, Rhode Island

Chief Rebello, Chief Noise

American Red Cross
Providence Chapter
150 Waterman Street
Providence, Rhode Island

Marian Jose

APPENDIX B

Student Opinion Survey

EBCE

EXPERIENCE-BASED CAREER EDUCATION

STUDENT SURVEY

Name_____

School_____

This survey has been designed in order to collect information from you which will assist us in altering and planning future EBCE activities, both in your school and in other schools around the city and state.

The survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education (EBCE) project in your school. Please understand that there are no right or wrong answers to these items. Your thoughts, opinions and feelings are the important things. Your answers will help us determine how the project is doing and where it might need improvement.

Thank you in advance for your cooperation.

1. How did you like school this year? (Please select one and place the letter in the box to the right.)

   a. I disliked almost everything about it.

   b. I disliked it more than I liked it.

   c. I liked and disliked it about equally.

   d. I liked it more than I disliked it.

   e. I liked almost everything about it.

2. Which of the following were important reasons why you enrolled in the EBCE project? (Please circle a number for each item.)

	Not At All Important				Very Important
a. To develop plans for after high school.	1	2	3	4	5
b. To have more individual attention.	1	2	3	4	5
c. To make new friends.	1	2	3	4	5
d. To find out more about careers.	1	2	3	4	5
e. To get out of school for a while.	1	2	3	4	5
f. To get trained in a job.	1	2	3	4	5
g. To find out more about my own values, interests, needs, and goals.	1	2	3	4	5
h. To get help in finding a job.	1	2	3	4	5
i. To get into a program different from regular school.	1	2	3	4	5
j. To get away from problems in school.	1	2	3	4	5
k. To find a part or full-time job.	1	2	3	4	5
l. To have learning experiences outside of the classroom.	1	2	3	4	5
m. To work with adults in the community.	1	2	3	4	5
n. To have more responsibility and independence.	1	2	3	4	5

3. Did the EBCE project give you the opportunity to do the following things this year? (Please circle a number for each item.)

	Definitely No				Definitely Yes
a. Find out more about your career related interests, abilities and values.	1	2	3	4	5
b. Matching what you know about yourself with career possibilities.	1	2	3	4	5
c. Learn more about careers.	1	2	3	4	5
d. Learn more about academic subjects.	1	2	3	4	5
e. Make an adult decision about your future.	1	2	3	4	5

4. To what degree were you made responsible for the following? (Please circle a number for each item.)

	Very Little				Very Much
a. Planning your own activities.	1	2	3	4	5
b. Managing your own time.	1	2	3	4	5
c. Judging your own behavior and performance.	1	2	3	4	5
d. Your actions.	1	2	3	4	5
e. Getting to the job site.	1	2	3	4	5

5. Below are a number of different parts of the EBCE program. How successful was each one in helping you learn what you wanted or needed to learn? (Please circle a number for each item.)

	Not Successful				Very Successful
a. Visiting job/resource sites.	1	2	3	4	5
b. Improving academic skills.	1	2	3	4	5
c. Learning about possible careers.	1	2	3	4	5
d. Group meetings with EBCE students.	1	2	3	4	5
e. Visiting speakers.	1	2	3	4	5
f. Learning about oneself.	1	2	3	4	5
g. Using the prepared materials.	1	2	3	4	5
h. Planning a future career(s).	1	2	3	4	5
i. Learning to make decisions.	1	2	3	4	5
j. Individual meetings with EBCE staff.	1	2	3	4	5
k. Materials available in the resource center/room.	1	2	3	4	5

Thinking back over your experience in EBCE this year, who was the Job Site Coordinator or Resource Person who was the most meaningful and important for you. Please answer the following questions about this person.

6. How much time did you spend with this person at the job site? (Please check just one.)

Less than 5 hours_____ 6-10 hours_____ 11-20 hours_____

21-40 hours_____ More than 40 hours_____

7. During these times which of the following activities did you usually do? (Please circle a number for each item.)

	Not at All				Quite Often
a. Talk about job and careers.	1	2	3	4	5
b. Observe work activities.	1	2	3	4	5
c. Participate in work activities.	1	2	3	4	5
d. Apply academic skills.	1	2	3	4	5
e. Talk about personal interests and issues.	1	2	3	4	5
f. Other activities (please elaborate).	1	2	3	4	5

_____

_____

8. As a result of being in the EBCE project how much did you learn about or improve on the following. (Please circle a number for each item.)

	Nothing				A Lot
a. Range of careers and jobs open to me.	1	2	3	4	5
b. How to plan a career.	1	2	3	4	5
c. Job seeking skills.	1	2	3	4	5
d. How to do a particular job.	1	2	3	4	5
e. Reading skills.	1	2	3	4	5
f. Writing skills.	1	2	3	4	5
g. Math skills.	1	2	3	4	5
h. Listening and speaking skills.	1	2	3	4	5
i. Thinking through and speaking skills.	1	2	3	4	5
j. Working with other students.	1	2	3	4	5
k. Working with adults.	1	2	3	4	5
l. Accepting many different ideas and backgrounds of people.	1	2	3	4	5

9. Please tell us three ways that you have changed as a result of your school experiences this year.

1. _____

2. _____

3. _____

10. Now that you have had some time to experience the EBCE project, what do you think are its major strengths and weaknesses?

Strengths	Suggestions
1. _____	_____
2. _____	_____
3. _____	_____

Weaknesses	Suggestions
1. _____	_____
2. _____	_____
3. _____	_____

APPENDIX C

Resource Opinion Survey

EBCE

EXPERIENCE-BASED CAREER EDUCATION

RESOURCE OPINION SURVEY

Name_____

Business/Agency/Industry_____

During the current school year you and your company have been participating in a new educational program in Rhode Island - Experience Based Career Education (EBCE). Your contribution to students as a resource have been crucial in making the program possible. EBCE project staff need your perceptions to assist in planning the future of EBCE programs in Rhode Island.

Would you please take a few minutes to fill out this survey. After completion please fold, staple and drop it in the mail. For your convenience the survey has been pre-addressed and stamped.

All information will be treated confidentially. Neither your name or company will be associated with your responses.

Thank you in advance for your cooperation in this matter.

1. To what extent has your site been able to offer EBCE students the following learning experiences? (Please circle a number for each item.)

	A Great Deal				Not at All
a. Learning about careers and jobs in your occupational area.	1	2	3	4	5
b. Learning what specific job skills are needed to function in your occupation(s).	1	2	3	4	5
c. Learning job searching skills.	1	2	3	4	5
d. Learning how to do a particular job.	1	2	3	4	5
e. Learning how to work with adults.	1	2	3	4	5
f. Learning what academic skills are needed to perform in your occupation(s).	1	2	3	4	5

2. Could you please tell us how often EBCE students performed the following activities at your site? (Please circle a number for each item.)

	Often				Never
a. Talking about jobs and careers.	1	2	3	4	5
b. Observing work activities.	1	2	3	4	5
c. Participating in actual work activities.	1	2	3	4	5
d. Talking about their personal interests or concerns.	1	2	3	4	5

e. Other activities.
(Please elaborate.)_____

_____

_____

3. Did the EBCE activities occuring at your site follow the original understanding that you and the EBCE coordinator made at the outset.

YES____ NO____

Please elaborate on your answer._____

_____

_____

_____

4. Would you please tell us how satisfied you have been with the EBCE students regarding the following. (Please circle a number for each item.)

	Always Satisfactory				Never Satisfactory
a. Reliability in keeping commitments.	1	2	3	4	5
b. Student attendance.	1	2	3	4	5
c. Behavior at site.	1	2	3	4	5
d. Preparation before starting site experience.	1	2	3	4	5
e. Interest in site activities.	1	2	3	4	5
f. Other (please elaborate).	1	2	3	4	5

_____

_____

_____

_____

5. Would you please tell us how satisfied you have been with the EBCE staff regarding the following. (Please circle a number for each item.)

	Always Satisfactory				Never Satisfactory
a. Their help in planning student site activities.	1	2	3	4	5
b. Their assisting with student problems.	1	2	3	4	5
c. Their reporting to you of student progress.	1	2	3	4	5
d. General information about the operations of the EBCE project.	1	2	3	4	5
e. Other (please elaborate).	1	2	3	4	5

_____

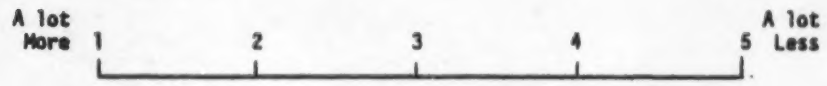
_____

_____

6. To what extent did you have the following kinds of contact with EBCE staff during this past school year. (Please check one for each item.)

a. Visit by EBCE staff.	None___	One to Three___	Four to Six___	Six or more___
b. Telephone call by EBCE staff.	Not at All___	Once a Quarter___	Once a Month___	Once a Week___
c. Letters or other personal communication from EBCE staff.	None___	One or Two___	Three or Four___	Five or More___
d. Printed flyers or other informational material.	None___	One or Two___	Three or Four___	Five or More___

7. According to your original expectations have the EBCE activities taken the amount of time you anticipated? (Please circle a number.)



8. What importance do you place on the following reasons for site participation in EBCE? (Please circle a number for each item.)

	Very Important				Not Important
a. Providing new learning experiences.	1	2	3	4	5
b. Providing career information.	1	2	3	4	5
c. Helping students better comprehend the world of work.	1	2	3	4	5
d. Developing a school to work relationship.	1	2	3	4	5
e. Participating in a community program.	1	2	3	4	5
f. Increasing the community's awareness of my organization.	1	2	3	4	5
g. Providing a source of contact with potential employees.	1	2	3	4	5
h. Other (please elaborate)	1	2	3	4	5

9. Taking into account your own EBCE experiences (weighting costs, benefits, time and other contributing factors) what are the feelings about having participated in the EBCE program. (Please circle a number for each item.)

	Very Desirable Experience				Very Undesirable Experience
a. By you	1	2	3	4	5
b. By your organization	1	2	3	4	5
c. By students	1	2	3	4	5

10. At this point in time do you plan to continue to participate in the EBCE program? (Please check one.)

Yes_____ No_____ Unsure_____

11. Would you like to see your role in the program as one of the following? (Please check one.)

Increased_____ Decreased_____ Remain the Same_____

12. Would you kindly share with us what you perceive to be the EBCE program's:

Weaknesses	Suggestions
1. _____	_____
2. _____	_____
3. _____	_____

Strengths	
1. _____	_____
2. _____	_____
3. _____	_____

APPENDIX D

Record of Observations

RECORD OF OBSERVATION

SITE: _____ ADDRESS: _____

SITE COORDINATOR: _____ OBSERVER: _____ CLUSTER: _____

1. Students were under direction of a learning supervisor. Yes____ No____

   Comment: _____

2. Students were actively engaged in activities. Yes____ No____

   Comment: _____

3. Activities were rich in interest level. Yes____ No____

   Comment: _____

4. Activities provided meaningful facts, concepts or principles. Yes____ No____

   Comment: _____

5. Coordinators demonstrated awareness and organization of site activities. Yes____ No____

   Comment: _____

6. Employees observed generally appeared comfortable with students. Yes____ No____

   Comment: _____

7. Coordinator was available to provide program feedback. Yes____ No____

   Comment: _____

8. Site experience generally met exploration goals. Yes____ No____

   Comment: _____

EMPLOYERS COMMENTS: _____

OBSERVER'S COMMENTS: _____

APPENDIX E

EBCE Student Interview Schedule

EBCE Interview Schedule

1. Name _____ Grade _____

2. When did you enter the program? _____

3. What occupations were you interested in before participating in the program? _____

_____

_____

Now? _____

_____

_____

4. How well did you feel that you were prepared when you went to the job sites? _____

_____

5. How many different job sites did you visit? _____

6. What kinds of occupations did you observe? _____

_____

_____

7. How well prepared was the job site when you went?

_____

8. Which site did you feel was the best for what you were looking for? _____

Why? _____

_____

9. Which one was the worst? _____

Why? _____

_____

10. How often did you have individual counseling dealing with career information? _____

_____

11. How often did you have group counseling? _____

_____

12. Which was more valuable? _____

Why? _____

_____

13. Did you have any academic experience in school which was directly related to the EBCE program? _____

If yes, what? _____

_____

14. Were you able to see a direct connection between the job sites, counseling component, and academic component of program? _____

How? _____

_____

15. Did you feel that the information in-school in the EBCE program was realistic to what you observed at the job site? _____

If no, why not? _____

_____

If yes, how? _____

_____

16. What did you expect the program to be like?

_____

_____

_____

17. Was it what you expected? _____

If not, how was it different? _____

_____

_____

APPENDIX F

School Coordinator Interview Schedule

EBCE - RIDE
School Coordinator Interview

A) Student Demographics

1) How many students by grade:

10th _____, 11th _____, 12th _____

2) How many by activity:

World of Work _____, Exploration _____, Specialization _____

3) How many are carryovers from last year:

New _____ Old _____

4) How many by sex:

Male _____ Female _____

5) Have any students dropped from EBCE this year?

_____

B) World of Work Course

1) How many are enrolled by grade:

10th _____, 11th _____, 12th _____

2) Who is teaching the course?

_____

3) What is the duration of the course:

quarter _____, semester _____, year _____

4) How often does the course meet:

daily _____, weekly _____, other _____

5) Who prepared the course curriculum in your school?

_____

6) Is the course taught according to the prepared curriculum?

yes _____ no _____

7) How was the WoW teacher:

trained _____
selected _____

C) Academic Component

1) Is there an academic component?

yes _____ no _____

2) How is it structured?

_____

D) Exploration

1) Who is coordinating the site visits:

school _____ Area supervisor _____

student _____ (% of each)

2)a) How many sites are being used?

_____

b) Which clusters are covered?

_____

c) How many students at each?

_____

3)How many are developed?

_____

4) When and how often are student visits made?

when _____
how often _____

5) Is there any form of verbal or written feedback from employees?

a) verbal _____ c) frequency _____
b) written _____

6)a) Who is responsible for the monitoring of sites?

_____

b) How often are sites monitored?

_____

7) Who develops the sites?

_____

8) At what point are students allowed to begin:

exploration _____
specialization _____

E) Record Keeping

1) What data are collected by the program?

_____

2) How are the files maintained?

_____

3) How are the data used?

_____

4) Who maintains and uses the data?

_____

5) How many credits do students get for EBCE?

_____

6) How are students graded:

what kind of grade _____
who determines the grade _____
what are the criteria _____

F) Feedback

1) What sort of feedback has been received from:

Graduated students _____
Current EBCE students _____
Current non-EBCE students _____
Faculty _____
Employees _____
Community _____
School Administration _____
Parents _____

G) School Coordinators

1) What are your specific EBCE duties?

_____

Have:
expanded _____ decreased _____

Should be:
expanded _____ decreased _____

2) How many students to counsel:

EBCE _____
non-EBCE _____

3) How often do you meet with:

EBCE students _____
non-EBCE students _____
How is it scheduled _____

4) Did you participate in the summer workshop?

Yes _____ No_____
What was your
contribution? _____
_____

5) What other in-service training have you had in the past year?

_____
_____

6) What is your involvement in the W.O.W. course? _____
_____

7) Are you directly involved in the recruitment of students?

_____

8) Has anything changed in terms of scheduling? (funding for next year?)

_____

9) What kinds of training might you be interested in to help you with EBCE?

_____

_____

10) Intern's duties _____

_____

_____

11) Have you arranged for any guest speakers or field trips in preparation for site visitation?

Yes _____ No _____

12) Are you the supervisor for the EBCE club?

Yes _____ No _____

H) Operations

1) How do you receive information on EBCE related matters?

_____

2) What do you see as the role/function of:
RIDE _____
Area Supervisor _____
Area Supervisor's Assistant _____

3) Are EBCE matters ever discussed at your general faculty meetings?
Yes _____ No _____

4) How often are EBCE meetings held?

_____

5) Did you feel the EBCE workshops were useful?

_____

In what way? _____

_____

6) Has there been any interest expressed in your school for the EBCE graduate course? _____
(Have you participated in recruitment for it?)

CE 024 607

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
199 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

October 1, 1979

TO: Superintendents of Schools
Principals

FROM: Frank M. Santoro
Deputy Assistant Commissioner

SUBJECT: Products Resulting from the Rhode Island Model EBCE Grant

You are now entering the first year of local assumption of the Model Experience Based Career Education program in your community. The intent of this memo is to clarify the role which the State has identified as a means to assist locals in assuming the program activities and components.

A state-wide Clearinghouse for employer sites is presently being established. This Clearinghouse is a direct result of the products of the grant; including the well developed bank of community sites and system for their utilization.

The services provided by this Clearinghouse will include the dissemination of materials developed during the grant, training in the use of the Clearinghouse service, the scheduling and monitoring of present sites and the development of new employer sites. These services will be clarified at a mid November career education conference and will then be available to all nine high schools who have participated in the EBCE program and all other schools once they have staff identified and trained in the proper utilization of the resource.

A second product of EBCE is the development of a career education student organization club which links all career related programs. The youth organization called DICE (Development in Career Education) was initially developed last year in the nine schools offering EBCE and is now being expanded and supported by vocational education funds which have been reserved for youth related activities.

Bob Forest of the Bureau of Vocational-Technical Education will provide direction from this office and Ms. Louise Giannini from Cranston West will serve as statewide club moderator.

To intitiate local chapters of the club, a moderator is needed in each school. Ms. Giannini will contact teachers or counselors to dicsuss club chapter formation. Each school moderator will receive a stipend of two hundred dollars to initiate, coordinate and oversee all club activities. We hope that you will lend your support to the development of DICE in your schools and to the Clearinghouse activities which will soon be available for use in your current programs and assistance in your efforts at expansion.

FMS:JFH:LC

cc: Bob Forest
Jackie Harrington
Louise Giannini

Introduction

The Rhode Island Career Education State Plan identifies a need to provide coordination and technical assistance to local education agencies for the development of collaborative relstionships between the community and education. Over the past three years, the Bureau of Vocational Education has worked with several communities to develop a Rhode Island Community Based Model for Career Exploration. This model has a site bank of several hundred employers who are willing to allow students to explore jobs and job skills and participate in planned hands-on activities at their career exploration sites.

The model also includes a World of Work Curriculum which is currently being used in nine high schools. Inservice training, materials for teachers and counselors constitute the final product developed during the three year experimental period.

Since the Bureau of Vocational Education has determined that a clearhouse is the most cost-effective mechanism for maintaining the products of the three year effort and for developing a statewide program, RIVICC/ Career Counseling Service offers a proposal for developing such a clearinghouse.

Relationship to RIOICC/Career Counseling Service

The Career Exploration Clearinghouse is seen as a logical component of the Rhode Island Occupational Information delivery system. Under RIOICC, the clearinghouse will be considered a program element that furthers the NOICC SOICC goal of giving special attention to the labor market information needs of youth and the delivery of occupational and educational information for career choice and decision making purposes. The clearinghouse will be the program element catering most directly to the occupational information needs of in-school youth while the Career Counseling Service, which does offer some occupationaland career information workshops in schools, will continue to focus primarily on the needs of adults.

The SOICC NOICC goal area of occupational information development will also be addressed by the clearinghouse. Through community site development activities, access to additional sources of complementary occupational information should become available. This information will be used in the Digest of Education and Training Programs in Rhode Island. In this way the complementary information component of the occupational information system data base can be enlarged. The clearinghouse staff will in turn have access to RIOICC and Career Counseling resources, primarily the Career Resource Center and the high school workshop program. The Career Counseling Service Workshops can be coordinated with the activities in the World of Work curriculum.

With the focus of RIOICC on occupational supply and demand information and on information from industries that are stable or growing, the clearinghouse staff will have access to better information that can be used to identary potential community sites.

The third goal area of improvement of coordination and cooperation can be fulfilled by feedback from a clearinghouse advisory group made up of employers, school principals, superintendents, a RIOICC representative and school counselors. This feedback will facilitate and enhance the process of coordination by identifying and addressing the common needs of the schools, students and employers that can be met by the clearinghouse and by RIOICC/Career Counseling Service.

Objectives

The clearinghouse's target population is the LEA's, IHE's and the employers. The goal is to bring these groups together in order to provide new career exploration opportunities for high school and junior college students.

The following objectives have been identified to meet this goal and the requirements outlined in the request for proposals.

1. To identify, evaluate and collect information on desirable community based exploration sites.
2. To disseminate information on the sites to schools.
3. To develop operational procedures for the clearinghouse's direct services (the site bank) to the schools and the community-based sites, including scheduling and information exchange.
4. To plan and participate in inservice training activities of teachers and counselors.
5. To develop and implement procedures for monitoring the community sites.
6. To disseminate information on the clearinghouse to employers.
7. To form an advisory board made up of employers, a RIOICC representative, teachers/counselors, principals, superintendents and Junior college personnel.
8. To plan conferences, workshops and presentations on the clearinghouse.
9. To develop a system for linking students in Grades 13 and 14 to the community-bases sites.
10. To develop an internal data collection system for management information and evaluation of the operation of the clearinghouse.

11. To work with the Bureau of Technical Assistance to develop a brochure and other public information materials.
12. To coordinate inservice training with related inservice activities such as RIOICC training in the use of occupational information for career decision making purposes.

E. Describe Administration & Institution Resources to be used in carrying out this project.

Rhode Island Occupational Information Coordinating Committee, Career Counseling Service, Bureau of Vocational Education Support Staff.

The Career Exploration Clearinghouse will employ three people; a coordinator to develop and coordinate the operation of the Career Exploration Clearinghouse Service, a program assistant who will work with the coordinator to develop and coordinate this service, and a secretary/bookkeeper to perform general office work, keep records and do fundamental bookkeeping related to the grant.

The RIOICC executive director will oversee the project and the RIOICC administrative assistant will perform the necessary bookkeeping and record keeping for payroll, monthly cash flow and Voc. Ed. reporting requirements.

F. Describe in detail the goals, objectives, and procedures project staff will take toward the elimination of sex-bias, sex-stereotyping, and sex-discrimination; and, describe in detail the goals, objectives, and procedures to be taken toward achieving vocational education equity for both sexes.

The Career Exploration Clearinghouse Project will work toward acheiving equity in career exploration for both sexes by making students aware that sex roles are determined by learned attitudes, that opportunities are available for both sexes in careers and that there are more opportunities for work in non-traditional occupations and that wages are better in these areas.

Students will be made aware of anti-discrimination laws, illegal practices employed by business, industry and government and the proper agencies to contact in cases of sex discrimination.

Community Resources for Career Development

Robert E. Fricklas
Director
Deborah L. Colarulli
Assistant Director

Roger Williams Building
Room 311
22 Hayes Street
Providence, RI 02908
(401) 861-5293

March 21, 1980

Charles F. Burke, Principal
Mount Pleasant Senior High School
434 Mount Pleasant Avenue
Providence, R.I. 02908

Dear Mr. Burke:

Under the joint auspices of The Rhode Island Occupational Information Coordinating Committee and The Industry, Education & Labor Council of Rhode Island, a new agency has been established entitled Community Resources for Career Development (CRCD). The intent of this agency is to foster career decision making skills on the part of Rhode Island's student population by providing three essential services toward this objective: (1) a career exploration referral and placement exchange entitled "Careerscapes"; (2) a "Speakers Bureau", and; (3) an in-service training component targeted to high school faculty groups.

The program is being implemented state-wide and we are attempting to contact superintendents and principals of all local education agencies to disseminate these services. Therefore, we would very much like to meet with you to discuss our program in detail.

We will be calling you in the near future to arrange an appointment.

Looking forward to working with you in the effort to promote career education, we are,

Sincerely,

Robert E. Fricklas
Director, CRCD

Deborah L. Colarulli

Deborah L. Colarulli
Assistant Director, CRCD

Community Resources for Career Development

Robert E. Fricklas
Director
Deborah L. Colarulli
Assistant Director

Roger Williams Building
Room 311
22 Hayes Street
Providence, RI 02908
(401) 861-5293

March 10, 1980

Mr. Robert Colapietro
Information Systems, Inc.
174 Armistice Blvd.
Pawtucket, R.I.

Dear Mr. Colapietro:

This letter is being sent to all those former Site Coordinators who had graciously consented to represent the Experience-Based Career Education Pilot Project (EBCE) at their place of business.

Community Resources for Career Development (CRCD) has been established to coordinate the placement of high school students into career exploration activities. This service has been titled "Careerscapes". CRCD is acting as the liaison agency to promote the partnership between the school and the community by re-contacting those resource sites identified in the Employer Site Catalogue developed under the auspices of the EBCE project. The staff of CRCD is requesting that you and your place of business consider being entered into the "Careerscapes" bank of community resources.

The "Careerscapes" program asks you to receive students at your worksite for short periods of time to explore jobs and careers and to view the application of skills in a work environment. Your involvement will help students relate what they have learned to their own interests and abilities. Ultimately, you will have assisted them in career planning and decision-making.

Enclosed, you will find a copy of the site description sheet as it was prepared for the EBCE exploration program conducted at your site.

May we have your permission to submit your site description for entrance into the current "Careerscapes" catalogue?

If you wish to add, delete or change the information on your site description sheet, please make the changes on the site description sheet provided and return the sheet to us.

We will be calling your office in the near future to learn of your response and to set-up an appointment to discuss the CRCD program with you, if you would find that mutually convenient.

Until then, if you have any questions, or if we can be of further assistance, please don't hesitate to call!

Sincerely,

Robert E. Fricklas
Director, CRCD

Deborah L. Colarulli
Assistant Director, CRCD

RHODE ISLAND OCCUPATIONAL INFORMATION
COORDINATING COMMITTEE (RIOICC)

February 20, 1980

MILDRED T. NICHOLS
EXECUTIVE DIRECTOR

JOSEPH FARRELL
CHAIRMAN (RIOICC)
DIVISION OF
VOCATIONAL
REHABILITATION

JULIAN DECYK
STATE EMPLOYMENT
AND TRAINING COUNCIL

MARY HACKETT
DEPARTMENT OF
EMPLOYMENT SECURITY

FRANK M. SANTORO
BUREAU OF VOCATIONAL-
TECHNICAL AND ADULT
EDUCATION

PATRICK J. O'REGAN
INDUSTRY-EDUCATION-
LABOR COUNCIL, INC.

ELIZABETH M. PALTER
EDUCATIONAL
INFORMATION CENTERS
PROGRAM

Dear Council Member:

Please be informed that the first meeting for the Advisory Council to Community Resources for Career Development will be held at the Roger Williams Building, 22 Hayes Street, Room #311, Providence, at 7:30 P.M., on March 3, 1980. (Please note change of date.)

The staff of CRCD is looking forward to this meeting with great anticipation and enthusiasm.

If there is any problem with this change of date, please call us at 861-5293, between 8:30 A.M. - 4:30 P.M., Monday through Friday.

Enclosed please find the agenda for our initial meeting.

Sincerely,

Robert E. Fricklas
CRCD Director

Deborah L. Colarulli
CRCD Assistant Director

ROGER WILLIAMS BUILDING, ROOM 315 22 HAYES STREET PROVIDENCE, RHODE ISLAND 02908
401-272-0900 401-272-0830

COMMUNITY RESOURCES FOR CAREER DEVELOPMENT (CRCD)

Advisory Council Meeting: March 3, 1980 7:30 P.M.

Agenda

I. Welcome and Introduction of Advisory Council members.

II. CRCD: Background and Rationale by Executive Director, RIOICC.

III.a) Introduction of CRCD staff.
b) Overview of CRCD Operations by Program Coordinator, CRCD.

IV. Formulation of Sub-Committees.

V. Closing Remarks.

COMMUNITY RESOURCES

FOR

CAREER DEVELOPMENT

IN-SERVICE TRAINING PACKET

The overall mission of the institution of American education is to mold our students into the productive citizenry of the future. One way in which our schools attempt to accomplish this mission is by simulating, in microcosm, the principles and flavor of the American economic system. As the workplace becomes more and more complex, however, it appears increasingly evident the educators must turn to the community as a whole to adequately prepare our students for the roles they will assume upon graduation. Our students must be given an expanded opportunity to examine the correlation between school and the "real world".

Community Resources for Career Development (CRCD) is a career exploration and speakers bureau exchange established through the joint cooperation of Rhode Island Occupational Information Coordinating Committee, The Industry, Education & Labor Council and the Bureau of Vocational/ Technical Education of The State Department of Education.

Community Resources for Career Development seeks to bridge the gap between school and work by developing a partnership between our schools and the economic sector. The aim is not to find an alternative to the classroom but to extend that setting to the job marketplace. Through this linkeage of school and the world of work, CRCD attempts to promote the career decision making skills of Rhode Island's student community, both young and old. By fostering activities that integrate learning, living, and working, Community Resources for Career Development makes more evident the fact that education is a fundamental vehicle to the attainment of satisfaction and success on the job.

As an educator, your utilization of the services provided by CRCD serves a four-fold purpose:

1. making school relevant to the world of work motivates the student to learn.
2. community experience makes education responsive to the vocationally and college-bound student.
3. it encourages public involvement in supporting and developing educational programs.
4. it fosters self reliance, work values, the learning of basic skills, and interpersonal skills.

CRCD can place your students in contact with a wide variety of people from the business and industries within your community. It can provide this linkeage in two ways:

1. "Careerscapes": An alternative and complementary method to the traditional secondary curriculum utilizing the readily available resources of the local community's economic sector. The skills and knowledge acquired in the classroom can be reinforced and tested in real life situations. By engaging in career exploration at local community resource sites, the high school student becomes better equipped to make correct

judgements concerning career opportunities, gains insights into the nature of his or her abilities and values, and comes to realize the worth of academic learning.

The staff of Community Resources for Career Development believe that participation in a program such as "Careerscapes" can be an invaluable experience for any student who would benefit from improving his or her ability to recognize, comprehend and process information which could be critical to success in obtaining unsubsidized employment or in seeking further education.

2. Speakers Bureau: The introduction of speakers to the classroom is a powerful learning tool. It reinforces the idea that learning occurs both in and out of school by making the student aware of "real world" figures which have the potentiality of permenantly impacting the students' lives. By introducing a speaker into the classroom, the student will gain an insight into the principle that different careers require different kinds of education and ultimately, that education is a primary means for achieving life goals.

The student will be able to field questions to the speaker on such topics as interpretation of employment advertisements, writing letters of application and resume writing. The speaker will be able to answer the student with an honest, non-hypothetical approach. The dynamics of this interplay should be highly beneficial to the student in not only receiving valid and useful information, but also in the discovery of his/her own communication skills. The relationship formed bewtween an unbiased, unknown,yet informed, person and eager student will be one of a non-threatening nature. The student will be naturally curious and will feel free to ask questions that may be otherwise suppressed in a traditional student-teacher sistuation.

"CAREERSCAPES"

REFERRAL & PLACEMENT GUIDELINES

"This right to know is not satisfied by providing a school desk for the child, putting books in front of him/her, and having a teacher go through the steps of a specified curriculum. It is satisfied only by objective proof that, after going to school she/he can exercise the necessary skills and apply knowledge."
(Lessinger, 1970 P.5)

The "Careerscapes" community exploration placement clearinghouse is a service provided by Community Resources for Career Development (CRCD) to any member of the faculty of a participating school who has received validation by attending a CRCD in-service training session.

Any student of a participating school may qualify for a "Careerscapes" placement if referred by a validated school faculty member. To initiate a student's enrollment into a "Careerscapes" exploration please follow the referral and placement process guidelines outlined below: (The necessary forms required to complete the referral and placement process appear on subsequent pages).

COMMUNITY RESOURCES FOR CAREER DEVELOPMENT

"CAREERSCAPES" REFERRAL & PLACEMENT PROCEDURE

1. A validated member of the school staff calls or sends in a "Careerscapes" Referral after having assessed the student on the appropriate Critera Checklist.

2. CRCD staff processes referral by:
   (1) comparing referral to available slots in the "Careerscapes" Sites 'Bank'.
   (2) developing a site if no employer is currently available in that area.
   (3) calling site to arrange for a Student-Site Coordinator Interview. The Student-Site Coordinator interview represents the initial meeting between the student and prospective Site Coordinator. The "Careerscapes" exploration program is negotiated during that interview.

3. When an interview is set-up, the referring school staff member is called and/or sent a Student-Site Coordinator Interview Confirmation, and a copy of the "Careerscapes" Site Description Sheet.

4. The school staff member referring the student then contacts the student and arranges for the student to go to his/her Student-Site Coordinator Interview.

5. The student attends the 'Student-Site Coordinator Interview' bringing along:
   (1) a slip presenting him/her with the referring school staff member's name as "Careerscapes advisor"
   (2) the copy of the "Careerscapes" Site Description Sheet.

   The schedule for exploration and the "Careerscapes" program is arranged during that initial meeting. The "Careerscapes" Contract is filled out at that time.

6. Once the exploration is formally established, a copy of the "Careerscapes" Contract and "Careerscapes" Program Confirmation Slip is sent to CRCD by the referring school staff member with all pertinent schedule and program information recorded.

7. The exploration program is recorded and the slot re-opened on the date that that "Careerscapes" exploration ends.

8. The student, upon completion of the "Careerscapes" exploration fills out the Student Evaluation of Site sheet. This sheet is sent by the "Careerscapes" Advisor to the CRCD office.

"SPEAKERS BUREAU"

The "Speakers Bureau" constitutes the second primary service offered by Community Resources for Career Development (CRCD) to educational agencies. It provides an extremely valuable career educational resource for those faculty members who wish to impart occupational information and guidance to their students and thus supplement the subject matter they teach in the classroom with such ingredients as:

(1) how to choose, plan, obtain and gain satisfaction in an appropriate career;
(2) how world of work factors affect our daily lives, and;
(3) how success in school relates to success in the world of work.

The "Speakers Bureau" is an exchange service which will identify and schedule community resource personnel (business and industry leaders, career and employment specialists) to come and lecture in your classroom or at related school functions. The "Speakers Bureau" can be utilized by any faculty member of a school participating in a CRCD program(s). Arrangements for a speaker can be made by simply calling CRCD at (401) 861-5293.

In order to properly arrange a speaker for your classroom, CRCD kindly asks for a 10-working day advance notice. This time span will allow for any re-scheduling, cancellations or changes that may take place.

Placement into
"CAREERSCAPES"

Approved __ Not Approved __

CRITERIA CHECKLIST

evaluation for entry into
"CAREERSCAPES"

Student's name:_____ Home room:_____

Class year:_____ Date:_____

CRITERIA	DOES THE STUDENT SATISFACTORILY MEET THIS CRITERION?
1. Able to negotiate and contract activities, dates and times in the Site Coordinator Interview process.	yes__ no__
2. Able to analyze the various jobs available at a site via the Job Analysis Packet.	yes__ no__
3. Able to process the information obtained during a site exploration in terms of making career decisions.	yes__ no__
4. Able to meet the responsibilities of attendance, transportation, security regulations, etc.	yes__ no__
5. Able to comply with the forms and responsibilities required in the "Careerscapes" Student Guide.	yes__ no__
6. Able to discuss how individual aptitudes and abilities affect career decisions.	yes__ no__
7. Able to analyze the various features of an industry, business or agency.	yes__ no__
8. Able to interact with fellow employees and peers by making compromises, recognizing his/her own faults, finding personal satisfaction through accomplishments and being sensitive to the needs of others.	yes__ no__
9. Able to seek needed information by asking questions.	yes__ no__
10. Able to identify factors that influence a person's attitude toward work.	yes__ no__
11. Able to state the value of work to society and individuals in society.	yes__ no__
12. Able to list at least two "dos and don'ts" pertinent to the interview process.	yes__ no__

Total Yes ____ No ____

Comments _____

_____

_____

"Careerscapes" Advisor
(referring faculty member)

"CAREERSCAPES" REFERRAL SLIP

Requesting Faculty Member_____Position_____

School_____Date of Referral____

I am requesting that_____,
(student's name)
grade_____, be place in a "Careerscapes" exploration in the occupational area of_____.
(career cluster or job family)

In order that CRCD may better serve you and the referred student please provide the following information:

1. What would you like the student to gain from his/her "Careerscapes" experience?

_____

_____

_____

2. Why was the particular occupational area (listed above) chosen?

_____

_____

_____

3. What are the days and hours most convenient for the referred student's "Careerscapes" site visitations?

Days:_____

Hours:_____

I, the referring faculty member, am "validated" to refer students for "Careerscapes" placement, have verified the referred student on the Criteria Checklist: Evaluation for Entry into "Careerscapes", and will act as the "Careerscapes"Advisor for this student's exploration:

_____ _____
(referring faculty member's signature) (date)

"CAREERSCAPES" PROGRAM CONFIRMATION SLIP

_____ _____

School "Careerscapes" Advisor

This is to confirm that a "Careerscapes" exploration has been negotiated through the Student-Site Coordinator Interview process between the Student and the Site Coordinator representing the employer site listed below, and; that a "Careerscapes" Student-Site Coordinator Contract has been completed and approved by the respective parties involved.

Student's Name:_____ Grade:_____

Employer Site:_____

Site Coordinator:_____

Date of Interview:_____ Contract:___ completed

___ to be completed on_____

Dates of Exploration:_____ Ending Date:_____

Times:_____

A copy of the "Careerscapes" Student-Site Coordinator Contract should be sent to the CRCD office as soon as possible.

Student and Site Coordinator

CONTRACT

EMPLOYER SITE: _____

ADDRESS: _____ PHONE: _____

ARRANGEMENTS

DAYS/TIME: _____

TRANSPORTATION: _____

COMPANY REGULATIONS _____

_____

DRESS: _____

LUNCH _____

DESCRIPTION OF "CAREERSCAPES" ACTIVITIES:

_____

_____

_____

_____

_____

_____

_____

We have agreed to the above arrangements and conditions of the "Careerscapes" program at this site.

_____
Site Coordinator

_____
Student

_____
Date

_____
"Careerscapes" Advisor

SAMPLE SITE DESCRIPTION SHEET

THE MARRIOTT INN

ADDRESS: Charles at Orms Street
Providence, Rhode Island

PHONE: 272-2400

SITE COORDINATOR: Ms. Carol Pechack

ASSISTANT COORDINATOR: Ms. Joyce Maynard

DAYS AVAILABLE FOR EXPLORATION: Monday - Friday

JOBS AVAILABLE FOR EXPLORATION:

1. Personnel Director
2. Banquet & Food Beverage Manager
3. Reservation Clerks
4. PBX Operators
5. Room Clerks
6. Cashiers
7. Secretaries/Accountants
8. Chefs, Cooks, Stewards
9. Waiters/Waitresses
10. Busboys

DESCRIPTION:

The Marriott Inn was built afew years ago in Providence at a cost of 10 million dollars. It is one of 45 Marriott Inns and Hotels. About 250 persons are employed at the Providence Inn which has 250 rooms and is one of the "smaller" Marriott's.

Each Marriott adopts a "theme" which is reflected in the decor, employer's dress, and names of rooms. The theme in Providence is "Wharf House" and depicts Rhode Island in the 1850's. The dining room and lounge area, for example, is named the Providence Provisions Company. Students interested in the hotel industry will be able to see all phases of operations at this site. Students may actually perform many of the following activities.

Activities may include:

1. learning check-in and cashiering procedures.
2. observing how reservations are made.
3. learning the use of the PBX system
4. learning how references are checked.
5. learning billing, payroll and other office procedures.
6. participating in kitchen and dining area activities.

RULES AND REGULATIONS:

No jeans. Bring lunch. Packages subject to inspection.

STUDENT EVALUATION OF SITE

STUDENT'S NAME_____ SCHOOL_____

SITE_____ ADDRESS_____

DATES OF EXPLORATION FROM:_____ TO:_____

As a result of your "Careerscapes" exploration at this site, we would be interested in obtaining your opinion of the experiences provided for career exploration at this site.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The site coordinator showed interest in planning the program.					
2. The site staff were well aware of my interests & needs.					
3. There were things to do ("Hands-on" activities) besides just listening.					
4. Employees did not mind my asking questions.					
5. I was able to explore many occupations listed in the Catalog.					
6. This exploration was worthwhile.					
7. I suggest this site be used for future Explorations.					

List two things you liked most about exploring this site:

1._____ 2._____

List two things you disliked about exploring this site.

1._____ 2._____

Suggestions and comments regarding "Careerscapes" program at this site.

_____

_____